EFFECT OF SELF-ACCEPTANCE, SECURITY-INSECURITY AND FRUSTRATION ON THE SCHOOL ACHIEVEMENT OF VISUALLY DISABLED SECONDARY SCHOOL STUDENTS

ABSTRACT
THESIS

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF

Doctor of Philosophy

IN

EDUCATION

BY

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Under the Supervision of

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ALIGARH (INDIA)

2002

ABSTRACT

The Problem

Personality has had influenced the behaviour of the individual from the time immemorial. It has remained the matter of great concern to psychologists, educationists statesmen etc. so that the man can be developed, with all the inborn qualities in him and he may become the productive member of the society. Essentially, personality of an individual has to grow and develop in a social milieu coupled with education system as its vital agency. The education system has to economize its efforts for the effective development of the programmes. Personality, in fact, is the sum total of an individual's inner as well as outerself. It really encompasses all aspects of human behaviour, and is to be shaped in accordance with the norms of the society. However, due to the varied nature of personality, various misconceptions have been developed regarding visually challenged individuals. The personality of visually challenged has been viewed somewhat different in comparison to sighted population. But this view has been discarded by the professionals. Numerous research studies have supported the argument, that visually challenged individuals do not possess different personality. Aschroft (1963) remarked, "that negative attitude towards visually handicapped and their own self-regard may produce personality problems in them". Thus, they should not be perceived as the isolates in the society having different personality. However there can be lesser rate of development or signs of maladjustment in them due to the societal negative attitudes or reactions. The review of previous studies reveals that visually disabled have been

studied in some areas. **Zehran** (1965) found that the blind children possess the same personality characteristics as that of the sighted one. **Mohan, et.al** (1968) concluded that significant differences occur between sighted and non-sighted on social adjustment. **Sinha** (1982) revealed that blind living in one hostel are as good in adjustment as others. **Jaysree** (1982) advocated that there exists no significant difference between sighted and blind on manneristic behaviour. **Sublock** (1976) concluded that visually impaired were satisfactorily adjusted in all areas. **Minu** (1988) concluded that anxiety does not have any effect on the academic attainment of visually impaired. **Abidi, et.al** (1991) found significant differences among the blind boys on test anxiety. **Beaty** (1991) found significant differences between the blind and sighted adolescents in global self-concept. **Livingston** (1968) found that the partially sighted performed like the normal children. **Tillman** and **Osborne** (1969) observed that the blind children were superior on repetition of series of number indicating short-term memory and attention. **Venderlock** (1982) observed that blind does better on arithmatic than general population. **Sharma** (1984) remarked that intelligence test score pattern of visually handicapped and congenitally blind differed significantly on digit span sub-test. **Deckkar, et.al** (1990) found that blind and low vision groups differed significantly on tests measuring spatial ability.

The School achievement of the visually challenged has now become a matter of great concern for research scholars. Until recent times a very little attention has been paid in this regard. It is because of little attention and low concern of the educators and investigators in the specific area. The review of

previous researches reveals that a very few studies have been yielded on this particular issue. **Nolan** (1959) found particular difficulties in arithmetic in blind. **Birch, et.al** (1966) studied the school achievement of 93 partially sighted children in VI grade. The conclusions indicated that although the children were of average intelligence but they were found two and half years retarded in academic achievement. **Telford** and **Sawrey** (1977) made a detailed study and found that two groups (blind and sighted) were more or less equal when they were compared grade by grade. The investigators further concluded that comparison by either chronological or mental age indicates considerable educational relation. **Kool** and **Raina** (1979) conducted a study on a sample of 20 blind and 28 sighted as experimental group and 40 blind and 40 sighted as control group. It was found that the performance of blind was poor on tactual short-term memory than the sighted subjects. It was also evident that the blind subjects initially did better than the sighted but their performance was poorer than the sighted with increase in delay recall period.

Sharma (1990) attempted to study the visually handicapped and normal seeing children on anxiety and academic status. The results of the investigation revealed that visually handicapped were significantly more anxious than sighted children. They were also more anxious for their examinations than their seeing counterparts. **Ayesha** (1993) attempted to study visually disabled school going children in relation to their frustration and school achievement. The results revealed that significant differences occur between frustration and school achievement. It was concluded that frustration plays

a very prominent role in educational behaviour and performance of visually disabled school going children.

The review of related literature reveals that there is really a dearth of researches in the field of psychological factors in relation to school achievement of blind. Therefore, the investigator in the present investigation has attempted to unfold the effects of self- acceptance, security-insecurity and frustration on the school achievement of blind students after partialling out the intelligence. The study has been taken with this notion that an appropriate research in this area will help in solving, psychological as well as educational problems of the blind students.

Objectives of the Study

The investigator carried out the present study with the following objectives:-

- To find out the significance of the difference between mean scores obtained by male and female students on intelligence, self-acceptance, security-insecurity, frustration and academic achievement.
- To know the inter-correlationship among intelligence, self-acceptance, security-insecurity, frustration and academic achievement factors of male students.
- To know the inter-relationship among intelligence, self-acceptance, security-insecurity, frustration and achievement of female students.
- To know the relationship among intelligence, self-acceptance, security-insecurity, frustration and achievement variables of the total sample.

- To find out the determining effects of self-acceptance, security-insecurity and frustration on the academic achievement of female students, after partialling out intelligence.
- To know the determining values of self-acceptance, security-insecurity and frustration for academic achievement of total population (both the sexes) after partialling out the intelligence.
- To determine the inter-relationship of low, average and high frustration groups on intelligence, security-insecurity, self-acceptance and achievement variables.
- To examine the significance of the difference among the mean scores obtained by low, average and high frustration groups on intelligence, security-insecurity, self-acceptance and achievement variables.

Hypotheses of the Study

The investigator on the basis of the objectives of the study hypothesised as under:-

- There will be a significant difference between male and female students on intelligence factor.
- There will be significant difference between male and female students on security-insecurity measure.
- Significant difference will occur between male and female students on self-acceptance variable.
- There exists a significant difference between male and female students on frustration.

- Male and Female students differ significantly on academic achievement.
- No significant inter-relationship will be reflected among intelligence, self-acceptance, security-insecurity, frustration and academic achievement of male students.
- There exists no inter-relationship among intelligence, self-acceptance, security-insecurity, frustration and academic achievement of female students.
- No interrelationship will exist among intelligence, self-acceptance, security-insecurity, frustration and academic achievement of the total sample.
- Self-acceptance, security-insecurity and frustration have a significant effect on the achievement of male students after partialling out intelligence.
- There will be significant impact of self-acceptance, security-insecurity and frustration on the academic achievement of female student after eliminating intelligence factor.
- Self-acceptance, security-insecurity and frustration have a significant effect on the school achievement of both the sexes (combined) after partialling out the intelligence.
- There will be no interrelationship of low, average and high groups of frustration on intelligence, self-acceptance, security-insecurity and achievement.
- There will be significant difference among mean scores of low, average and high frustration groups on the measures of intelligence, security-insecurity, self-acceptance and achievement variables.

Procedure in Outline

The investigator in order to arrive at meaningful generalizations, selected the representative sample of the population under study. Then, the investigator, selected the suitable and appropriate tools for measuring intelligence, self-acceptance, security-insecurity and frustration, keeping in view the age and grade levels of the students. For the achievement variable marks attained by the students were obtained, by the school records. The above mentioned tests were adapted in braille script in order to collect the data meaningfully and purposefully from the population under study. The investigator sought the permission from the chairperson of the department and then approached the respective schools selected for the study. After seeking approval from the concerned heads of the institutions, the researcher approached the subjects and explained them the instructions provided in the manuals. The investigator after establishing rapport with the subjects administered the above mentioned tools. The responses to items of each of the four tools were scored as per the methods recommended by the constructors of the tests. Thus, the obtained scores were transformed into tabular form for the purpose of anlysis. Analysis of the data was done with the help of suitable statistical techniques.

Delimitations of the study

- The study is comprised of blind students (male and female) only. However, the comparative study with sighted population could have been conducted.
- The present investigation is confined to the variables of self-acceptance, security-insecurity and frustration and

academic achievement only, whereas a variety of other psychological variables could have been studied.

- The sample has been selected only from U.P. State because of limited resources and paucity of time, whereas the same study could have been conducted on national level.
- The investigator has studied only the secondary level students, whereas the study could have been conducted on the students of primary and higher levels of education.
- The investigator was unable to make comparisons between rural and urban, high-socio economic group and low-socio economic group of students because of paucity of time.
- The investigator has controlled the effect of only one variable intelligence.

Design of the study

The present investigation seeks to investigate the effects of self-acceptance, security-insecurity and frustration on the school achievement of visually disabled secondary school students. In the present study three independent variables viz-viz self-acceptance, security-insecurity and frustration, one dependent variable, i.e., school achievement and intelligence as control variable were studied.

For measuring the factors under study Self-acceptance Inventory by S.B. Kakkar (1984), Security-insecurity Scale by Beena Shah (1989), Frustation Scale by Dixit and Srivastava (1987) and general intelligence test by S.M. Mohsin (1990) were employed. The obtained marks of students were considered as the scores of school achievement.

Two hundred (200) blind Secondary School students (100 males, 100 females) from various special schools of U.P

comprised of the sample of the study. In order to examine and justify the objectives of the study, t-ratio, intercorrelation, Multiple Regression, Analysis of Variance and Duncan's Range test were employed.

Findings and Conclusions

- No significant difference was found between male and female blind students on intelligence measure as the t-value came out to be 1.75, which is insignificant at 0.5 level. Thus it can be concluded that both male and female blind students possess the same level of intelligence or both the male and female blind students are equal on intelligence measure.
- The investigator found an insignificant difference between male and female blind students on the measure of security. This leads to conclude that male and female blind secondary school students are equal on security measure.
- The male and female blind students were found insignificantly related to each other on self-acceptance as the t-value came out to be 0.97 which is insignificant at 0.05 level. Hence it can be said with firmness that male and female blind students are equal on their self-acceptance.
- Male and female secondary school blind students do not differ significantly on frustration. Hence it can be safely concluded that male and female blind students are possessing the same level of frustration.
- Significant differences occur between the male and female blind students on the achievement variable, as the

calculated value came out to be 2.49, which is significant at 0.01 level. Moreover, the mean value obtained by the male students is higher than the female students i.e. 58.63 and 56.45 respectively.

Hence it can be very safely concluded that blind male students are better in achievement than their female counterparts.

Findings based on intercorrelations

- The investigator found significant relationships only among intelligence and security, intelligence and frustration and security and frustration. Therefore, it is concluded that intelligence, security and frustration of male blind students are related to each other.
- Significant relationship has been found among, intelligence–security, intelligence–frustration, security frustration and frustration and achievement. Hence it can be concluded that intelligence, security, frustration and academic achievement are inter-related in the case of female blind students.
- Significant relationship occurred among the `intelligence–security, intelligence–frustration, security–frustration and frustration and achievement on total sample (both the sexes).

It can be very safely concluded that the factors intelligence, security, frustration and achievement are related to each other.

Findings based on Multiple Regression Analysis

- No independent variables under the study came out to be significantly affecting the achievement of male blind students. It is inferred that in case of male blind students self-acceptance, security-insecurity and frustration do not have determining role in their achievement.
- It was found that the factor of frustration affects significantly the school achievement of female blind students. The result leads to conclude that frustration does have the determining effect on the achievement of female blind students.
- As the value of correlation, i.e. (R square) came out to be 0.08 through regression analysis, so it can be said with firmness that the amount of frustration in the achievement of female blind students is 8%.
- Since the value of beta (β is significant and positive, so this leads to conclude that higher the frustration among female blind students higher is their achievement. Thus it is concluded that achievement of the female students can be predicted on the basis of the their frustration level.
- Significant effect of frustration has been found on the academic achievement of the total sample, as the value of beta (β) is significant at 0.01 level. It can be concluded that frustration affects positively the achievement of the blind students (both the sexes).

- The value of R-square came out to be 0.02 through the Regression model analysis. The value clearly indicates that there is 2% contribution of the frustration variable in the achievement of the total sample of the blind. It can further be said that frustration upto a certain level leads towards better achievement of the blind students.
- Since the β-value in the regression model has come out significant and positive, so it leads the investigator to conclude, that higher the frustration among the blind students, higher will be their achievement. But this relationship works only upto a certain level.

Findings based on Analysis of variance and Duncan's Mean Test

- All the groups differ significantly on security measure. It can be concluded that all the three groups of frustration have different levels of security. The results have been further ascertained by Duncan's Mean Test. It reveals that the real difference exists only between low and high and average and high frustration groups, whereas the low and average frustration groups do not differ at all in the actual sense.
- No significant difference exists among all the groups on self-acceptance. The results get a boosting and impressionable confirmness, while examining them by Duncan's Mean Test. The investigator found that low and high and average and high groups of frustration differ significantly. So this leads to conclude that real and

meaningful differences occur between low-high and average-high groups of frustration on self-acceptance.

- All the groups do not differ significantly and meaningfully on the school achievement of blind students. The results get a miraculous or boosting confirmation, while examining them by Duncan's mean test. This test's results reveal that, no doubt that the F-ratio has shown the insignificant value, but in actual sense such insignificance does not occur. The low and high groups of frustration differ significantly on achievement factor at 0.05 level. So the investigator concludes that the low and high groups of frustration possess different levels of academic achievement.

Educational Implications

The investigator in the present study computed t–ratios between male and female blind students, while comparing them on intelligence, self–acceptance, security, frustration and school achievement. The trend of the result shows that male and female blind students are equal on intelligence, self–acceptance, security and frustration. It can further be elaborated as that male and female students are same in intelligence, they accept themselves equally as what they are, they have equal type of security levels and possess same amount of frustration. But so far as the school achievement is concerned males have been found superior than females as there exists a significant difference between the two groups. This difference may be due to the reasons that being males they have access to discuss their academic problems with their teachers, friends, counterparts etc. whereas, the female blind

students are confronted with certain kind of social reservations. They feel hesitation in discussing any matter with their male teachers and counterparts. Since the society is male dominated, more attention is paid on the male child, even parents treat their daughters and sons in a different manner. The female child is given lesser chances of exposing themselves in school, neighborhood and society, which ultimately affects their school performance. Hence in the investigator's opinion, the disparities should not be made on the gender basis specially in the case of blind girls.

The need of the hour is that the efforts should be made by the Government as well as the NGO's to establish centres for training parents and other society members regarding the specific problems of blind girl children. They should be made aware of the fact that blind girls also possess the potentials like male counterparts. Moreover, curriculum should be designed in such a manner that the deep rooted element of gender bias, cultural taboos and superficial societal norms must be altogether eradicated. Such kind of efforts in the field of education of female visually challenged will be a step forward for their desirable achievement.

The investigator computed inter-correlations among different variables in the study viz–a–viz; intelligence, self–acceptance, security, frustration and school achievement. These inter–correlations have been computed separately for male, female and the total sample. The results reveal that significant relationships occur between intelligence – security, intelligence – frustration and security – frustration. From the results it can be deduced that male blind students because of their good intelligence feel secured. Secondly, they are intelligent but are

having frustration. It means that they comprehend the things very sharply and are sensitive to the reactions of the society and hence get frustrated. Thirdly, they feel secure but are frustrated also. This frustration may be due to the undesirable treatment of the society. They face problematic situations when they enter real life situations. So being serious about their future and career and having good intelligence levels, they feel that they will not be adjusted in the society, resulting in frustration. So it is implied that proper educational facilities equipped with modern technology, conducive environment imbibing positive attitudes must be provided for the adequate development of the blind. Society must shun the dogmatic approaches to tackle the problems of the blind. The attitude of jingoism must be replaced by the versatile character among the social members.

So far as the female students are concerned, significant relationship have been found between intelligence – security, intelligence – frustration, security – frustration and frustration – achievement. The results indicate that the female students are possessing higher intelligence levels and feel themselves secured. They are intelligent but frustrated also. This frustration may be due to the reasons that these students because of their good comprehensive levels, react to the negative reactions of the society resulting in them frustration. They feel themselves secure but are frustrated also. It may be due to the reasons that they do not get right kind of recognition in the society because of the male dominated trends in the society. Moreover, they are possessing frustration but better achievement also. This may be due to the facts that they are very serious and anxious about their studies and future and

hence resulting in them frustration. Furthermore, they are very conscious about their career and adjustment because they feel themselves in a very deteriorated conditions.

Hence the investigator implied that assiduous efforts should be made by the sighted society to eradicate the negativism for the female blind. The right type of cultural traditions should be encouraged, reservations imposed on them should be replaced by the democratic environment and the various academic activities must be given realistic shape in the educational system. The government and other voluntary agencies are suggested to come forward in this regard. The collaborative efforts will provide avenues to grow the female in a positive manner.

In the total sample also the investigator found the significant relationship between intelligence–security, intelligence–frustration, security – frustration and frustration – achievement. The results signify that the blind students (both the sexes) are intelligent and feel secured. They are intelligent but have frustration. The frustration in them may be due to the negative attitudes of the society towards them, derecognization of the potentials of the students, unavailability of the various facilities and inaccessibility of the jobs to them. No doubt, that they do not have feelings of insecurity but they have been found frustrated. The reason behind this may be that when they think about the real life situations, they hardly see a bright future. The findings of the study also reveal that frustration is positively and significantly related to school achievement. This leads the investigator to say that frustration indirectly or unconsciously encourages these children to concentrate more

on their studies which results in their better school achievement.

Needless to say that frustration is fruitful only up to a certain level. Beyond that level, it may have the negative effect on their school achievement. Since these students are very much aware and serious about their life and future so they work more hard in their studies so that they can adjust themselves in the society. The investigator is of the view that policy planners, professionals of the field and curriculum designers need to pay due attention to the special educational needs of this population. Apart from this, parents, educators and other society members should be made aware of the fact that they have to check the frustration level of these children. For this, frequent psychological assessments are inevitable, which will lead these children to achieve accordingly and good positions in the society. More important is the need of implementation of policies and legislations. The government of India has enacted the Disability Act in 1995. But this act is not being implemented in a desirable fashion. The investigator implies that tormenting, indifferent attitudes, non–acceptance and derecognition of their potentials and abilities by the society must be discouraged.

The main thrust of the investigator in the present investigation was in locating the independent variables viz–a–viz, self–acceptance, security, and frustration, that affect the school achievement of the blind students. In the present study the investigator employed Multiple Regression Analysis, for finding out the determining values of independent variables after partialling out intelligence. The results of the study showed that the lone variable that determines the achievement

of the students is, frustration, whereas the rest of the factors do not have any impact on their school achievement. The β (beta) value through Multiple Regression Analysis came out to be significant at 0.01 level of confidence. The β–value was positive also, which signifies that frustration has contributed to a large extent in determining the school achievement of the blind students.

However, in the case of male blind students, no independent variable under study came out to have significant value in determining their achievement. But in the case of female blind students and total sample (both the sexes), frustration came out to be the lone factor in determining their school achievement. From the results, it can be deduced that higher the frustration, higher will be their achievement, but the frustration is fruitful only up to a certain level. Beyond that level the frustration may have the negative effects on the achievement of the blind students. Since blind are more sensitive, anxious, conscious and serious about their future life and understand the real value of education, they devote more time to their studies and that too with full concentration. They are aware of the fact that they are living in the competitive era of scientific and technological advancements. So in order to face multifaceted challenges in their life they take frustration in a positive manner which encourages them to work assiduously in the field of education.

The investigator intends to suggest that first of all the parents of the blind wards have to be very careful about the psychology of the child. The ill–fated child should brought up in a very democratic and generous way. Needless to say that

parents either show excessive pity or rejection to these children. This may lead them to higher level of frustration which will be injurious for them, from the point of view of personality development and educational achievement as well. Efforts should made by the state as well as the central government to establish the Parents Training Centres at district level which may help them, how to bring up their blind child.

Moreover, special educators are suggested to redesign the curriculum keeping in view the scientific and technological advancements in the society. The conventional jobs like candle making, cane work etc. should be replaced by the education of modern computers and information technology. This will help to check the level of frustration of blind students as they will also have the knowledge of the latest developments and trends in the society. The participation of the blind students in higher education has also come to a standstill, because of non-availability of the facilities required for these children. Hence the necessary facilities are needed to be provided to them, so that they may go for higher education also. The investigator opines that alongwith the overhauling of the educational system, there is a dire need that NGO's, voluntary agencies and other social organizations should come forward and join their hands for making ceaseless efforts for the proper development of the blind population. In fact, the whole responsibility devolves on the society because it is the society that determines various roles and absorbs the individuals in their respective fields.

The investigator on further analysis, computed ANOVA as well as Duncan's Mean Test to compare all the variables under study making three groups based on frustration variables (Gr_1 –

low frustration, Gr_2 - average frustration, Gr_3 – high frustration). The results based on Duncan's Test leads the investigator to conclude that intelligence and security have direct proportionality with frustration. These results are corroborated by the results presented in Table No's.– 4.6, 4.7 and 4.8. Therefore, it is suggested that efforts should be made by the parents and other society members to minimise the frustration as far as possible, so that we can harness the intelligence of these children to the maximum level. Moreover, this minimization will also be helpful to make them feel more secured, which will help them to lead a decent and prestigious life. Further, the investigator suggests that family is the most important agency so far as the personality development of the child is concerned. There is a need to establish Guidance and Counselling Centres, where parents and other family members may be explained the techniques of dealing with these children. Apart from this school authorities are suggested to arrange frequent meetings with parents, where parents can interact with the authorities about the personal problems of the child. This may help a lot in reducing frustration and raising their self-acceptance level.

When the school achievement of all the three groups based on frustration was compared by Duncan's test it was found that low and high groups differ significantly on school achievement. This signifies that frustration and school achievement are asymptotic in nature (i.e; higher the frustration, higher will be their achievement). This finding is confirmed by the results presented in the Table No. 4.10 . Needless to say that frustration up to a certain level plays a prominent role in the mental health of the child but beyond

that level it may create personality disorders in them, which ultimately affect the school performance in a negative manner. Therefore, parents, special educators and school authorities have to be very careful and sincere about the treatment given to these children at home, school or public places.

The investigator opines that visually challenged need to be treated psychologically by their parents, siblings and other society members. School authorities and special educators should try to provide conducive, healthy and most suitable environment in the school. Besides, much emphasis should be laid on redesigning of the curriculum which should be need based and to make the children aware of the scientific and technological advancement taking place in the society. This will help them to do at par in all spheres of life including education. Government and NGO's and other voluntary agencies are responsible to come forward to establish training, guidance and counselling centres for the people concerned with these children. Above all the law enforcing agencies should emphasize on the implementation of Disability Act 1995, in which equal opportunities, protection of rights and full participation of disabled have been guaranteed.

In the conclusive lines the investigator is of the view that visually challenged cannot be rehabilitated unless the research in the field of special education is conducted. In fact a very little attention has been paid to research in this most important rather thrust area.

Since the problem under study is very comprehensive and complicated in nature but due to certain well-known reasons the investigator could touch only a fringe of the problem.

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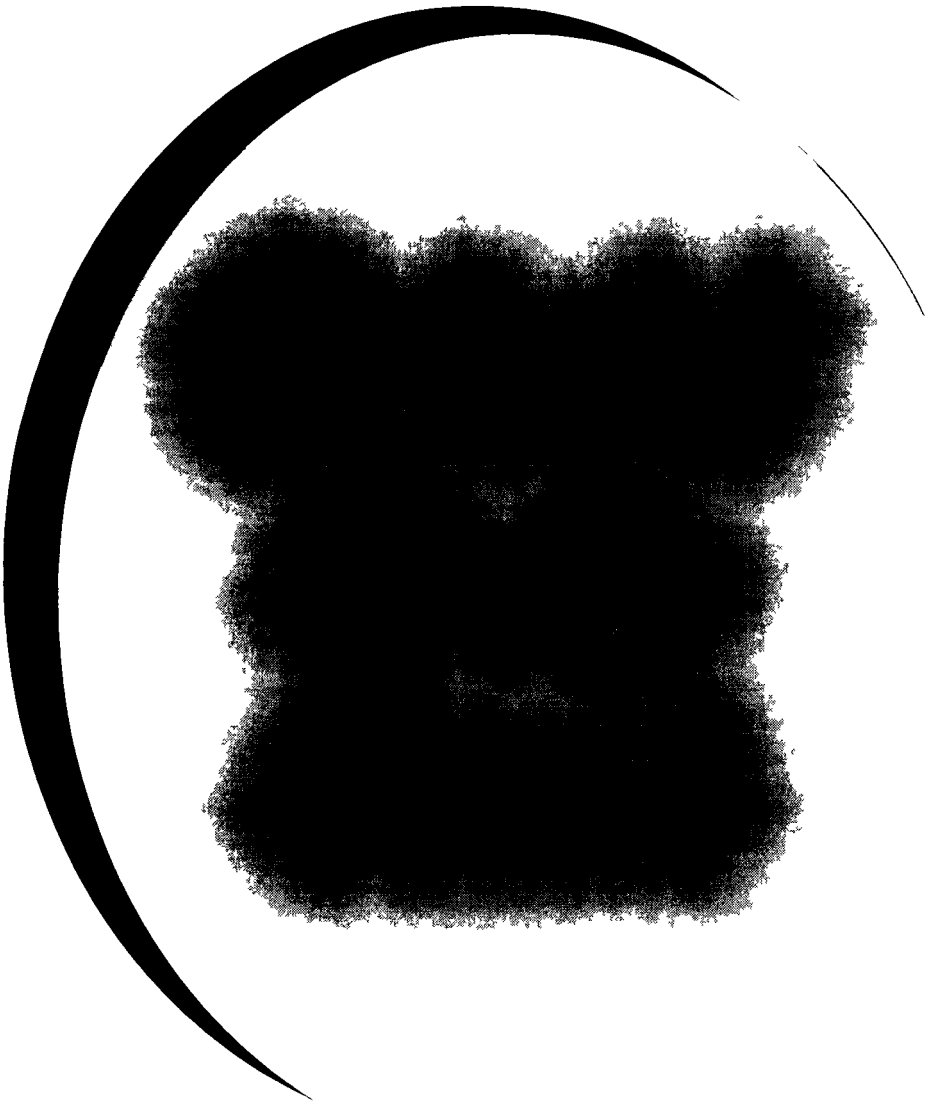

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Dated: 02-12-02

Certificate

This is to certify that the thesis entitled ***"Effect of Self-acceptance, Security-insecurity and Frustration on the School Achievement of Visually Disabled Secondary School Students"*** has been completed under my supervision. The work embodied in this thesis is original and can be considered a contribution to knowledge in the field of education, especially of Special education.

(DR. SUNITA SHARMA)
Supervisor

ACKNOWLEDGEMENT

At the outset, it is proud privilege to acknowledge indebtedness, deep sense of gratitude and heart-felt thanks to my revered guide, **Dr. Sunita Sharma**, "Senior Lecturer", Deptt. of Education, AMU, Aligarh, under whose guidance and inspiration I completed this research work. Her profound suggestions, profound knowledge and ingenuity have been a great asset to me. Despite her multifarious engagements, she envisaged keen interest in my research work and gave me encouragement to achieve my goal.

I am greatly thankful to **Prof. (Mrs.) Roquiya Zainuddin**, Chairperson, Deptt. of Education AMU, Aligarh for providing me necessary facilities and timely help. I express my profound gratitude to **Prof. C.P.S. Chauhan** (Ex-chairman), Deptt. of Education, AMU, Aligarh for his valuable advice and encouragement.

I would be failing in my duty, if I do not extend my heart-felt regards to my friends, research scholars, teaching and non-teaching staff, who co-operated me during the course of my research work. My thanks are due to the respondents of various visually disabled institutes, who furnished me the valuable information for my research work.

Last but not least I am whole-heartedly thankful to all of my family members who inspired and encouraged me at every step in the completion of my research work. May I prove to their expectations.

(Mohd Waris)

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The problem

A perpetual quest of man is to know himself, to understand the world around him and to adjust accordingly. Social system, reasonably provides such environment for man's inquisitive nature. In fact, the social milieu enables to grow, flower, and unfold man's inborn capabilities. A group, community or human society to whichever man or woman belongs to, makes a lot of differences in one's personality and the development of the norms of life. In man's all round and harmonious development, he is not conceived as a separate entity. His life becomes richer and fuller in the society. For him society is essential desideratum.

Equally important is the progress and development of the society. If every member of the society joins to carry on different tasks of the society, the society will definitely lead towards progress. But unfortunately the important section of the society, i.e., special needs children are neglected, whereas various studies have revealed that these special needs children have proved fruitful in different dimensions of the society. Among special needs children 16.15 million (India 2001) visually disabled comprise a major chunk of the society. Still this hapless segment of the society is not receiving proper

attention and care. So if the proper attention, access to education, participation of visually disabled in different dimensions, implementation of the rules is not held in a proper way, it will lead Indian society towards a miserable, disastrous and alarming situation.

However for practical purposes, it is important to know the universally accepted explanation of blindness. Blind is a term used to refer to those who have either no vision or, have only light perception-the ability to tell light from dark, but not light projection-the ability to identify direction from which light comes. The legal term for blindness is corrected visual acuity of 20/200 or less in the better eye or field of vision 20 degrees or less. In order to avoid the ambiguity, regarding the various meanings attached to the term blindness, particularly in the context of the legal definition, WHO has suggested a preferred nomenclature for visual impairment as follows:-

Table - 1.1

Terminology for impairment of visual acuity

WHO Category of vision	Degree of impairment	Visual Acuity	Synonyms and Alternative definitions
Normal	None	0.8 or better (5/6, 20/25)	Range of normal vision
	Slight	Less than 0.8 (<5/6 or 20/25)	Near normal vision
Low vision	Moderate	Less than 0.3 (<6/20 or 20/80)	Moderate low vision
Blindness	Profound	Less than 0.05 (<3/60 or 10/200)	Profound low vision or moderate blindness count fingers at less than 3 mts.
	Near total	Less than 0.02 (<1/60 or 3/200)	Severe or near total blindness, count fingures a at 1 mt, or less, hand motion at 5 mts. Or less.
	Total	No light perception	Total blindness including absence of eye

Thus, WHO recognizes visual acuity of less than 0.05 or 3/60 or 10/200 as blindness. In most of the countries throughout the world this definition has been adopted as the legal definition. In India, severe low vision, i.e., visual acuity of less than 6/60 or 20/200 has been considered as blindness. Hence in Indian context, blindness has been defined as, total absence of sight coupled with visual impairment of 75% or

more and visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye after correction.

The loss of eye-sight has never been viewed as a trivial matter, either by the individual who suffers from it or by those who are concerned with him. For the great majority of individuals even until relatively modern time it has meant uselessness to the self and the society. For society it has meant a perplexing economic and social problem—a problem that begets many more problems. In the primitive societies, the blindness was considered a perplexing rather surprising phenomenon. These primitive societies viewed the visually disabled as undesirable specimens of the human race, unfit to live. So having totally negative attitudes toward blindness, these persons were either killed or subjected to various ill-treatments.

In the early urban societies, there was no concept of the potentialities of the blind, however, they were tolerated to exist upon their own fate. The blind individual was viewed not only as being extremely hard hit by life or fate but also unfit to care for himself in the complicated situations. If we look into this matter honestly and democratically or compare such attitudes by the present era's standards, this approach to the problem of

blindness seems most degrading, demoralising and barbarian. With the renaissance, the early maltreatment disappeared from the society and it brought to the fore charity, benevolence and concern for one's fellow-man. This trend of the society led to the emergence of asylums for the blind people. No doubt, these asylums protected the blind persons from the barbaric acts of the society, but these asylums served as the virtual prisons for the ill-fated community. Since the asylums were run by the Christian monasteries and not by government agencies, so the living conditions were meagre at best. Confronted with the miserable conditions inside the asylums and fed up with the prisonery life, majority of the blind individuals started roaming in the streets. The most favourable attitude that emerged during this period, was that the blind person was left to the generosity of the passersby. It would not be out of place to mention here, that such attitude still persists around the world.

The history of the blind community is replete with examples, that some blind individuals coupled with other handicapped ones, depended for their assistance more on their own resources than on the favours of charitable trust. Such attitude or thinking signifies that handicapped individuals did not view themselves as being so pitiable as the non-

handicapped regarded them. Consequently, some blind individuals managed to say good-bye to the asylums and the degraded beggary life. These blind individuals through their own ceaseless efforts and assisted by many social reformers and philanthropists started to receive education and reached to the pinnacle of fame. Even without special education as practiced today, these individuals made solid contributions to the fields of science, mathematics and literature.

The proper or organised form of education, i.e. reading and writing of the blind dates back to the era of Louis Braille. He was the brilliant student and a great musician, who, in 1829 invented a method of writing for the blind, consisting of configuration of raised dots. Its simplicity of production and utility for communication were readily evident to blind students, and it quickly spread to schools in other countries. Each culture modified the basic form of the writing to serve local language and writing conventions. In the early 1990's, written forms of Braille encode languages as diverse as Arabic, Chinese, English, Hindi etc. There are also Braille systems for musical and mathematical notations.

During the 19th century residential schools modeled after the Franc's institution were established in several European

countries and USA. Largely due to the influence of Christian missionaries, residential schools for blind students were also established in China in 1876, Korea in 1894, India in 1887 (Fazelboy, 1989).

However, the USA and various European countries developed variety of programmes for the education of the blind. In today's terminology such programmes may be called as expanded educational programmes for the blind. The programmes like segregated day classes, co-operative day classes, resource room plan, itinerant teacher plan, the educational consultant programme or plan emerged and got wide-spread publicity throughout the world.

Residential schools remain a strong component of educational instructions for blind children. However, Samuel Gridley Howe, first director of Perkins school for blind in Boston, Massachusetts, advocated public day school education for blind children. The movement to provide integrated education for blind continued, and is entering its second century. Several models have been developed to provide educational services which integrate visually impaired children with sighted peers. As early as 1887, a school in Scotland provided children access to public instruction with sighted

classmates (Roberts, 1988), and in 1894, P. Yang womens' special class for blind were established in Korea (Rhee, 1988). A resource room progamme in 1900 in Chicago, Illinois, provided blind children with special instruction in Braille and typing but integrated them with sighted class-mates.

However, there is a need for world-wide policy making that acknowledges the abilities of the blind. Societal attitude toward blindness is frequently negative, and in many societies and cultures a blind child is considered an embarrassment or tragedy for the family. These attitudes establish barriers which limit educational opportunities and diminish creativity in addressing the needs of such children. One of the greatest challenges in the education of blind children in the advancement of education is to change public attitudes towards blindness. Since the late 19th century changes in the education of visually impaired have been influenced strongly by changes in public education for all children. Nations world-wide are passing legislations requiring educational services for handicapped individuals. However, successful implementation of these laws and inclusion of visually handicapped individuals into society requires more competently trained teachers, improved knowledge and acceptance by society of the abilities

of those with visual impairments. The success of educational programmes is contingent on early intervention. Many promising advances in medicine can prevent and correct visual impairment and many technological innovations can provide compensatory skills.

INDIAN SCENARIO OF EDUCATION FOR SPECIAL NEED CHILDREN

In the present era, democracy has attained its full maturity and it advocates that all individuals are equal and have equal claims to their rights. Equality of educational opportunity is intimately related to the economic development of the individual as well as the country. Simple theoretical concepts or expansion of educational opportunities cannot bring about proper economic progress, unless there is equitable distribution throughout the society. Inequality of the educational opportunity is the major hindrance in the economic advancement. But essentially, equality of educational opportunity is a pre-requisite for accelerating the pace of national development. The Article 26(1) of the Declaration of Human Rights embodies that every individual of the world has the right to education.

So it was in this regard, that right to education has been enshrined in 'Article 41' as a directive principle in the constitution of India. The same article enshrines right to public assistance in the case of disablement. Education and welfare of the disabled has been granted constitutional status in India. "In India, education of the disabled was not accepted as a legitimate component of general education and continued to be treated as a mere welfare activity. It had to wait for four decades after independence to be recognized as a component of general education and to be included in the disadvantaged groups needing special attention under educational opportunities" (Jangira, 1989).

According to Kothari commission (P.123), the primary task of education for a handicapped child is to prepare him for adjustment to a socio-cultural environment designed to meet needs of the normal. It is essential, therefore, that the education of handicapped children should be an inseparable part of the general education system. The differences lie in the methods employed to teach the child and the means the child uses to acquire information. These differences in methodology do not influence the content or the goals of education. This form of education, is therefore, conveniently called as "special

education". As the commission has observed, determination of the size of the handicapped population has eluded educators, planners and social workers, not only in this country but also in many advanced countries.

National Policy of Education (NPE) 1986, for the first time considered education for all as one of the cherished goals, of national development. Universalisation of primary education is a step towards realization of this goal. The policy recognizes that non-enrolment and drop-out of special need children is one of the major difficulties in the realization of this goal. One of the special groups, which has received inadequate attention so far, is that of visually disabled children. Outlining the steps for ensuring equal educational opportunities for the handicapped, the national policy on education (NPE) 1986, states that the objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. It envisages, that "wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others". The NPE (1986) stresses that as education of handicapped in special schools is very costly, it will be ensured that only those

children, whose needs cannot be met in common schools be enrolled in specials schools. Once they acquire communication skills and study skills, they will be integrated in common schools.

The Nurul Ismail Committee on legislation for the Handicapped (1988) has included education in the 'Draft legislation'. It mentions that state shall endeavour to provide free and universal elementary education to physically and mentally handicapped children. The state shall also provide assistance to them for education and training at the secondary and higher levels. The draft legislation also lays emphasis on integrated education. It proposes that policy of the Govt. should be to promote integration through "integrated education programmes". The draft legislation even proposes that, if required, government may set up residential schools for those who are no longer supported by common schools. The draft legislation thus emphasizes integrated education and proposes that special education also be continued. The central scheme for integrated education for the disabled children (1989, revised) purports to provide educational opportunities for disabled children in common schools. A large number of state Govt's. have already adopted this scheme. They have

established administrative cells for monitoring this scheme. The Acharya Ramamurthy committee suggested support for families having children with disability to improve educability, and redefinition of the role of special schools which would serve as resource centres for integration in addition to educating children whose special needs cannot be met in general schools. The revised policy formulations and the NPE programme of action (1992) did move forward by recommending that all schemes of education should be made responsive to children with physical and intellectual impairments (MHRD, 1992).

The gap between policy and implementation causes worry (Pandey, 1995). The DPEP raises optimism about the implementation in the participating states (Jangira, 1995). The evaluation of PIED (the project integrated education for disabled) using the composite area approach carried the policy regarding the education of children with disability forward (Mani, 1993, 1994). The multi-site Action Research Project (MARP) on twenty three sites has provided experience in evolving inclusive schooling to meet special needs with focus on learning and achievement by all children (Jangira and Ahuja, 1991, 1992, 1994). Its inclusion in DPEP and consideration of the Salmanca statement and Framework of Action on special

needs education should inform further policy review and formulation.

The education policy is at the stage of integration at the federal level. The response in the states, however, is uneven Some states have yet to share investment in education of children with special needs besides mere utilization of the funds available under the centrally sponsored scheme of integrated education for disabled children (IEDC). The education department is yet to assume full responsibility, including education in special schools. The state programmes of action to implement the NPE have yet to reflect this concern. The central and state governments should capitalize on the PIED and MARP experience to realize the goal of education for all. However the coverage of blind under these schemes is negligible. The Govt. of India has enacted an act in 1995, for providing the equal opportunities, protection of rights and full participation of disabled in every sphere of life.

However, whatsoever, the strategies, policies and acts have been framed so far, lack of proper implementation can be observed easily. Even the law-enforcing agencies have proved to be futile and useless in this regard. Such a gruesome situation has only emerged due to the negative attitudes or concepts of

the seeing population toward blind. Another, important or most contributing factor in the undesirable treatment to blind, is, that there is lack of awareness of the psychological needs of blind. As a matter of fact, the personality or psychological problems of the blind have never been studied or understood in an effective way. There is a dearth of researches so far as the personality or behavioural or psychological problems of the blind are concerned. Social, educational and political efforts are carried out for the upliftment of its native members. But unfortunately, all such efforts have proved to be a Hereculan task for the blind. Researches related with the education of visually disabled is still at its infancy stage. Review of related literature suggests that a very few studies have been conducted in some areas of blind and their education. Psychological problems in relation to achievement of the blind students have not been studied in an exhaustive manner.

The above discussion leads to conclude, that, efforts should be made to change the negative attitude of the sighted for blindness. Secondly effective implementation of programmes or policies should be introduced. The social reformers, philanthropists and NGO's should come forward and help this hapless section of the society. Above all, the psychological

needs of the blind children should be studied in a detailed manner in relation to their achievement through various research programmes. If such kind of efforts are made, there is every possibility that we can cope up with the problems of blind and their education. If fragmented or disintegrated means will be adopted to tackle the education of the blind, it can be said with firmness that we are leading towards catastrophe or a disastrous end.

Personality has had influenced the behaviour of the individual from the time immemorial. It has remained the matter of great concern to psychologists, educationists statesmen etc. so that the man can be developed, with all the inborn qualities in him and he may become the productive member of the society. Essentially, personality of an individual has to grow and develop in a social milieu coupled with education system as its vital agency. The education system has to economize its efforts for the effective development of the programmes. Personality, in fact, is the sum total of an individual's inner as well as outerself. It really encompasses all aspects of human behaviour, and is to be shaped in accordance with the norms of the society. However, due to the varied nature of personality, various misconceptions have been

developed regarding visually challenged individuals. The personality of visually challenged has been viewed somewhat different in comparison to sighted population. But this view has been discarded by the professionals. Numerous research studies have supported the argument, that visually challenged individuals do not possess different personality. Aschroft (1963) remarked, "that negative attitude towards visually handicapped and their own self-regard may produce personality problems in them". Thus, they should not be perceived as the isolates in the society having different personality. However there can be lesser rate of development or signs of maladjustment in them due to the societal negative attitudes or reactions. The review of previous studies reveals that visually disabled have been studied in some areas. **Zehran** (1965) found that the blind children possess the same personality characteristics as that of the sighted one. **Mohan, et.al** (1968) concluded that significant differences occur between sighted and non-sighted on social adjustment. **Sinha** (1982) revealed that blind living in one hostel are as good in adjustment as others. **Jaysree** (1982) advocated that there exists no significant difference between sighted and blind on manneristic behaviour. **Cowen** (1958) while studying adjustment found no significant difference in

adjustment among blind and sighted adolescents. **Sublock** (1976) concluded that visually impaired were satisfactorily adjusted in all areas. **Sharma** (1977) observed that sensory handicapped are emotionally maladjusted. **Aggarwal** and **Kour** (1985) observed that correlates of anxiety and adjustment differed while examining visually and hearing impaired. **Minu** (1988) concluded that anxiety does not have any effect on the academic attainment of visually impaired. **Abidi, et.al** (1991) found significant differences among the blind boys on test anxiety. **Beaty** (1991) found significant differences between the blind and sighted adolescents in global self-concept. **Livingston** (1968) found that the partially sighted performed like the normal children. **Tillman** and **Osborne** (1969) observed that the blind children were superior on repetition of series of number indicating short-term memory and attention. **Smits** and **Mommers** (1976) found significant differences between blind and sighted subjects on intelligence measure. **Vanderkold** (1977) concluded that age and level of education of visually handicapped subjects are related to verbal intelligence test scores. **Venderlock** (1982) observed that blind does better on arithmatic than general population. **Sharma** (1984) remarked that intelligence test score pattern of visually handicapped and

congenitally blind differed significantly on digit span sub-test. **Deckkar, et.al** (1990) found that blind and low vision groups differed significantly on tests measuring spatial ability.

The School achievement of the visually challenged has now become a matter of great concern for research scholars. Until recent times a very little attention has been paid in this regard. It is because of little attention and low concern of the educators and investigators in the specific area. The review of previous researches reveals that a very few studies have been yielded on this particular issue. **Nolan** (1959) found particular difficulties in arithmetic in blind. **Birch, et.al** (1966) studied the school achievement of 93 partially sighted children in VI grade. The conclusions indicated that although the children were of average intelligence but they were found two and half years retarded in academic achievement. **Telford** & **Sawrey** (1977) made a detailed study and found that two groups (blind and sighted) were more or less equal when they were compared grade by grade. The investigators further concluded that comparison by either chronological or mental age indicates considerable educational relation. **Kool** and **Raina** (1979) conducted a study on a sample of 20 blind and 28 sighted as experimental group and 40 blind and 40 sighted as control

group. It was found that the performance of blind was poor on tactual short-term memory than the sighted subjects. It was also evident that the blind subjects initially did better than the sighted but their performance was poorer than the sighted with increase in delay recall period. **Abbas** (1987) conducted a study on the academic achievement of visually handicapped and non-handicapped. The investigator deduced that:-

(i) That visually handicapped are behind in academic achievement when compared with their sighted counterparts. The difference has been found significant even after controlling the effect of general anxiety.

(ii) When both the groups belong to low-level of general anxiety, visually handicapped are not retarded in academic achievements.

Nisar (1990) found congenitally blind superior in academic performance when compared with adventitiously blind. Academic achievement of both the groups was not found affected by psychological problems as will as by extroversion. **Sharma** (1990) attempted to study the visually handicapped and normal seeing children on anxiety and academic status. The results of the investigation revealed that visually handicapped were significantly more anxious than sighted

children. They were also more anxious for their examinations than their seeing counterparts. **Ayesha** (1993) attempted to study visually disabled school going children in relation to their frustration and school achievement. The results revealed that significant differences occur between frustration and school achievement. It was concluded that frustration plays a very prominent role in educational behaviour and performance of visually disabled school going children.

The review of related literature reveals that there is really a dearth of researches in the field of psychological factors in relation to school achievement of blind. Therefore, the investigator in the present investigation has attempted to unfold the effects of self- acceptance, security-insecurity and frustration on the school achievement of blind students after partialling out the intelligence. The study has been taken with this notion that an appropriate research in this area will help in solving, psychological as well as educational problems of the blind students.

Statement of Problem

The present study aims at finding out effect of self-acceptance, security-insecurity and frustration on the school achievement of visually disabled secondary school students.

DEFINITIONS OF THE IMPORTANT TERMS

1. Intelligence

Needless to mention here that one of the single factor that affects school achievement is intelligence. However, psychologists do not agree upon one single definition. Several definitions have been put-forth to explain the different facets of intelligence.

Alfered Binet (1916) said that intelligence is a general intellectual capacity which consists of an individual's abilities to make sound judgement, to judge well, to comprehend well, to reason well and to be self-critical.

Wechsler (1944) defined intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.

Guilford (1967) defined intelligence on the basis of structural consideration of discrete factors. He proposed a three dimensional model of intellect called the structure of intellect model or SI model. The model has tried to simplify the picture of intellectual traits relationship by organizing the traits along three dimensions viz., contents, operations and products. Each of these aspects were analysed and separated into sub-

categories: five for operations, six for products and five for contents making a cube of 5x6x4 = 120 cells.

2. Frustration

Freud (1933) reported that aggression is an expression of frustration. According to him, frustration occurs whenever pleasure seeking or pain-avoiding behaviour is blocked. Feeling of fear to failure, thus germinates frustration. The frustration-aggression hypothesis asserts that the occurrence of aggression always presupposes the existence of frustration, and countrywise, the existence of frustration always leads to some forms of aggression, (Filer, 1952).

According to **Stranger** (1961) Frustration is a state of emotional stress characterized by confusion, annoyance and anger. Interruption to goal seeking behaviour causes frustration. **Rosenzweig (1941)** defined frustration as, it occurs whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to the satisfaction of any vital need.

An attempt to make a gross classification of conscious reaction to frustration has been made by **Rosenzweig** (1944). According to his classification responses to frustration can be designated as:-

(a) **Extrapunitive:** In this type of conscious reaction to frustration the individual directs his reactions towards outward situations and other persons. He expresses his anger towards other people and blames them for his misfortunes. Elements of the external world are the targets for his aggression and projection is frequently exercised without any objective situation.

(b) **Intropunitive:-** This type of reaction is involved when the individual experiences humiliation and guilt. He holds himself as responsible. It is directed towards oneself. The person may conceive of himself as inferior and unworthy and feels helpless or depressed.

(c) **Impunitive:** It is involved when the person experiences embarrassment and shame. This emphasis is not on blame of either the person involved or some other person or event. The situation is dismissed as being of little consequence.

These reactions to frustration indicates the adjustment levels and personality of a person who uses one variety of reaction to the exclusion of others. Rosenzweig has cautioned against the classification of persons according to this system because a person may have one way in one circumstance and

another way in different situation, inspite of the fact that he may have some over-all predisposition to respond in one of the three ways.

3. Security-insecurity

Security- the condition of being in safety or free from threat of danger to life or in which power or conquest is attained without struggle. **Insecurity** means the feeling of anxiety, inferiority, rejection, isolation, jealousy, irritability, inconsistency and tendency to accept the worst general pessimism or sorrow.

4. Self-acceptance

Self-acceptance means a sense of personal worth and satisfaction with self. The self-acceptance has been categorised as follows:-

(i) seeing oneself as one really is, accepting and understanding one's interests, needs and abilities.

(ii) seeing oneself as being accepted by others, being one of and conforming to the group.

5. Academic Achievement

It has been defined as, the knowledge attained or skills developed in the school subjects, usually designated by test scores or by the marks assigned by the teachers or by both.

Objectives of the Study

The investigator carried out the present study with the following objectives:-

- To find out the significance of the difference between mean scores obtained by male and female students on intelligence, self-acceptance, security-insecurity, frustration and academic achievement.
- To know the inter-correlationship among intelligence, self-acceptance, security-insecurity, frustration and academic achievement factors of male students.
- To know the inter-relationship among intelligence, self-acceptance, security-insecurity, frustration and achievement of female students.
- To know the relationship among intelligence, self-acceptance, security-insecurity, frustration and achievement variables of the total sample.

- To find out the effects of self-acceptance, security-insecurity and frustration on the academic achievement of male students after nullifying the effect of intelligence.
- To find out the determining effects of self-acceptance, security-insecurity and frustration on the academic achievement of female students, after partialling out intelligence.
- To know the determining values of self-acceptance, security-insecurity and frustration for academic achievement of total population (both the sexes) after partialling out the intelligence.
- To determine the inter-relationship of low, average and high frustration groups on intelligence, security-insecurity, self-acceptance and achievement variables.
- To examine the significance of the difference among the mean scores obtained by low, average and high frustration groups on intelligence, security-insecurity, self-acceptance and achievement variables.

Hypotheses of the Study

The investigator on the basis of the objectives of the study hypothesised as under:-

- There will be a significant difference between male and female students on intelligence factor.
- There will be significant difference between male and female students on security-insecurity measure.
- Significant difference will occur between male and female students on self-acceptance variable.
- There exists a significant difference between male and female students on frustration.
- Male and Female students differ significantly on academic achievement.
- No significant inter-relationship will be reflected among intelligence, self-acceptance, security-insecurity, frustration and academic achievement of male students.
- There exists no inter-relationship among intelligence, self-acceptance, security-insecurity, frustration and academic achievement of female students.
- No interrelationship will exist among intelligence, self-acceptance, security-insecurity, frustration and academic achievement of the total sample.

- Self-acceptance, security-insecurity and frustration have a significant effect on the achievement of male students after partialling out intelligence.
- There will be significant impact of self-acceptance, security-insecurity and frustration on the academic achievement of female student after eliminating intelligence factor.
- Self-acceptance, security-insecurity and frustration have a significant effect on the school achievement of both the sexes (combined) after partialling out the intelligence.
- There will be no interrelationship of low, average and high groups of frustration on intelligence, self-acceptance, security-insecurity and achievement.
- There will be significant difference among mean scores of low, average and high frustration groups on the measures of intelligence, security-insecurity, self-acceptance and achievement variables.

Delimitations of the study:-

- The study is comprised of blind students (male and female) only. However, the comparative study with sighted population could have been conducted.

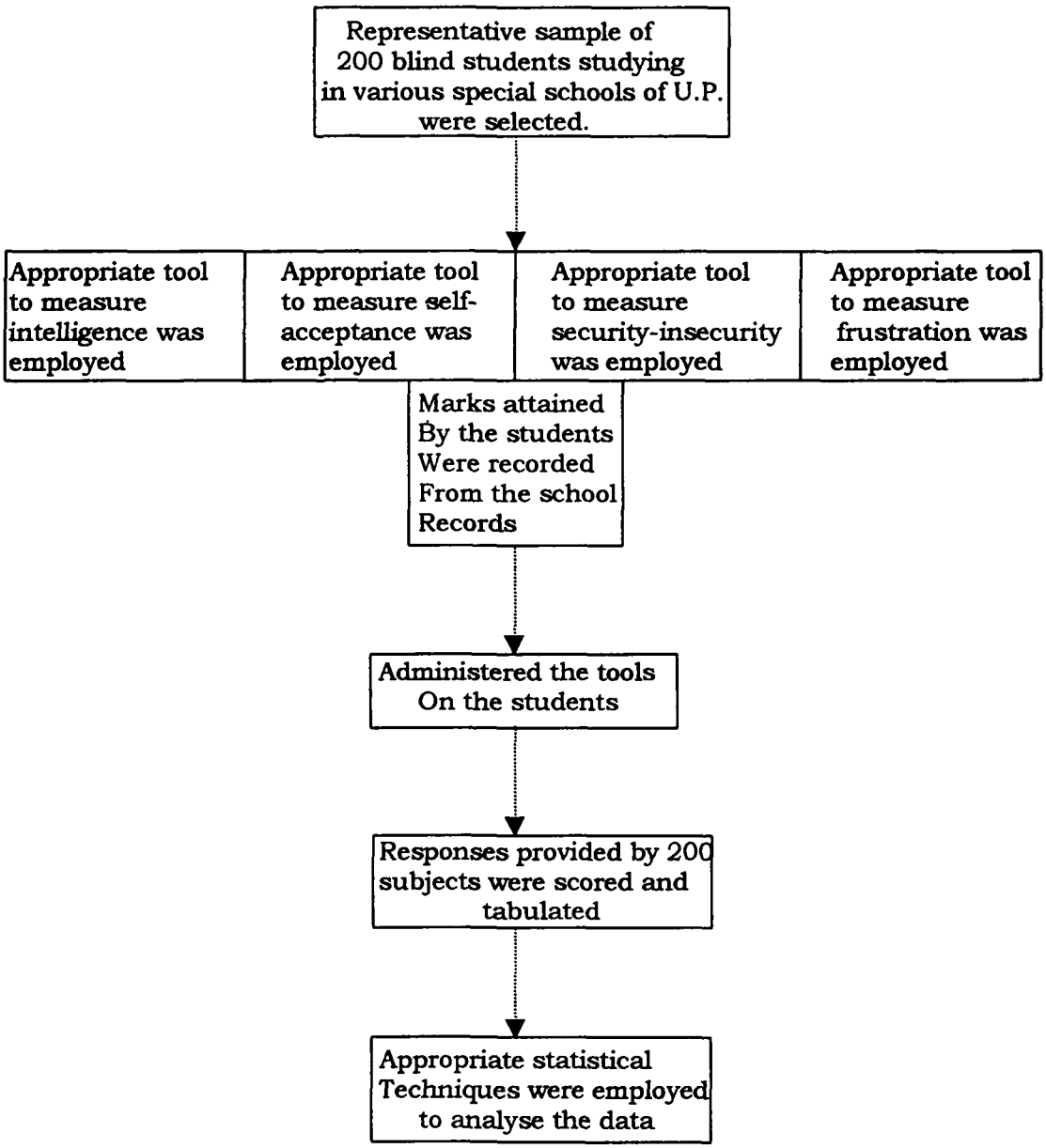
- The present investigation is confined to the variables of self-acceptance, security-insecurity and frustration and academic achievement only, whereas a variety of other psychological variables could have been studied.
- The sample has been selected only from U.P. State because of limited resources and paucity of time, whereas the same study could have been conducted on national level.
- The investigator has studied only the secondary level students, whereas the study could have been conducted on the students of primary and higher levels of education.
- The investigator was unable to make comparisons between rural and urban, high-socio economic group and low-socio economic group of students because of paucity of time.
- The investigator has controlled the effect of only one variable intelligence.

PROCEDURE IN OUTLINE

The investigator in order to arrive at meaningful generalizations, selected the representative sample of the population under study. Then, the investigator, selected the

suitable and appropriate tools for measuring intelligence, self-acceptance, security-insecurity and frustration, keeping in view the age and grade levels of the students. For the achievement variable marks attained by the students were obtained, by the school records. The above mentioned tests were adapted in braille script in order to collect the data meaningfully and purposefully from the population under study. The investigator sought the permission from the chairperson of the department and then approached the respective schools selected for the study. After seeking approval from the concerned heads of the institutions, the researcher approached the subjects and explained them the instructions provided in the manuals. The investigator after establishing rapport with the subjects administered the above mentioned tools. The responses to items of each of the four tools were scored as per the methods recommended by the constructors of the tests. Thus, the obtained scores were transformed into tabular form for the purpose of anlysis. Analysis of the data was done with the help of suitable statistical techniques. The whole procedure in outline is given in the chart as under:-

CHART SHOWING PROCEDURE IN OUTLINE



CHAPTER-II

REVIEW OF RELATED LITERATURE

Studies related to personality of the blind

Studies related to Adjustment of the blind

Studies related to Self-concept of the blind

Other Psychological factors of the blind

Studies related to Intellectual factors of the blind

Studies related to School achievement of the blind

Studies related to Social factors of the blind

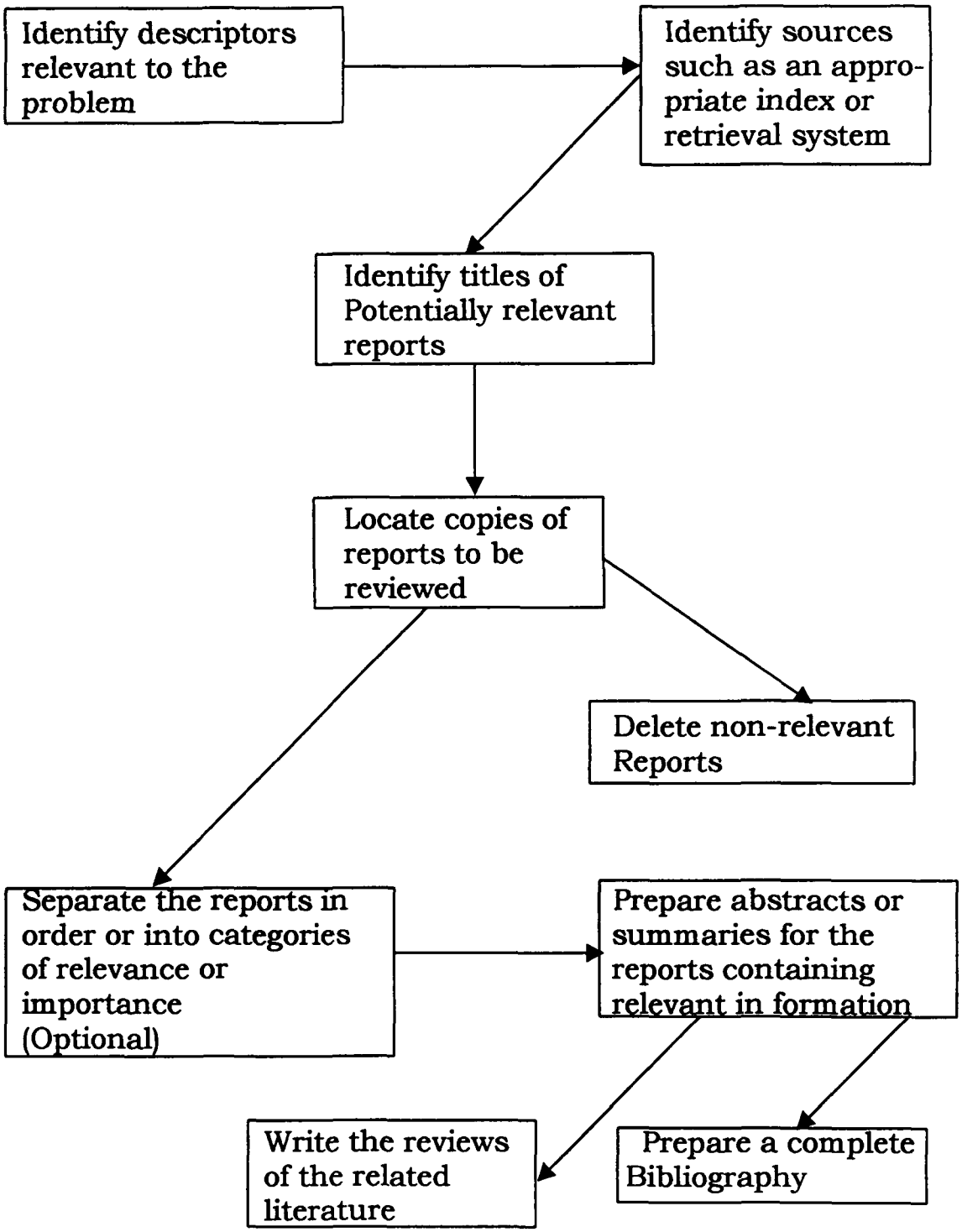
Studies related to Teachers of the blind

Studies related to Mainstreaming of the blind

The review of related studies involves locating, studying and evaluating reports of relevant researches and articles, published research abstracts, journals encyclopaedias etc. The investigator needs to acquire up-to-date information about what has been thought and done in a particular area. The researcher draws maximum benefits from the previous investigations, utilizes the previous findings, takes many hints from designs and procedures of previous researches and formulates an outline for future research. The review of related studies provides the insight into the methods, measures etc., employed by others in the particular area. It provides ideas, theories, explanations, hypotheses of research, valuable in formulating and studying the problem at hand. It also furnishes indispensable suggestions related to the problem and already employed techniques to the investigator. Unless it is learnt what others have done and still remains to be done in the area, one can't develop a research project that could contribute to furthering knowledge in the field. In fact, the review of related literature serves multiple purposes and is essential to a well designed research study. It is generally the first step in the research process, and it can contribute valuable information to any part of the research study. In the process of reviewing the

literature, the investigator is alert for finding out research approaches in the area that have proved to be sterile. However, for reviewing the related literature in an objective and scientific manner, the present investigator has followed the flowchart of activities in the review of related literature presented by Weirsma (1991). The flowchart is as under:-

FLOW CHART


Identify descriptors relevant to the problem
Identify sources such as an appropriate index or retrieval system
Identify titles of Potentially relevant reports
Locate copies of reports to be reviewed
Delete non-relevant Reports
Separate the reports in order or into categories of relevance or importance (Optional)
Prepare abstracts or summaries for the reports containing relevant in formation
Write the reviews of the related literature
Prepare a complete Bibliography

The investigator has quoted the studies in this chapter that have direct or indirect relevance with the present study. The studies quoted in this chapter have been classified factorwise as follows:-

STUDIES RELATED TO PERSONALITY FACTORS OF BLIND

Zehran's (1965) study revealed that blind children possess the same personality characteristics, the drives, motives, needs and capacities as the sighted. There are no distinct personality problems produced by blindness but problems frequently arise from the reactions to their social environment. **Mohan, et.al** (1968) revealed the fact that no significant difference exists between the social adjustment of the two groups of adolescents, i.e., sighted and non-sighted. **Jain, Gupta and Singh** (1972) conducted a study on 51 blind and 51 sighted persons. Data was collected with the help of case history. Pareek's socio-economic scale (Rural) and Hindi version of Maudsley's Personality Inventory were (MDI) employed. The difference between the mean scores of both the groups was not found significant on neuroticism scale but they differed significantly (at .02 level) on extroversion scale, showing that blind are less extrovert in comparison to sighted.

Kang and Masoodi (1979) examined attitudes towards blindness among theology and education students (graduate) by taking samples from both conservative and liberal groups. A similarity of attitudes in both the groups was reported. Although education students reacted more unfavorably to 'rejection of intimacy' dimension, theology students reacted more unfavourably to blindness. Female students showed more favourable reaction to blindness than did male students. **Bhargava and Lavania** (1981) observed that sensory disabled were more reserved, emotionally unstable, obedient, shy, dependent, sentimental, secure and relaxed than their counterparts. **Jaysree** (1982) studied manneristic behaviour of visually handicapped and reported that manneristic behaviour among visually handicapped children is sometimes considered to be a device for releasing tension arising from anxiety and frustration. Using a test based on 17 mannerisms, the investigator infers that even sighted children also exhibit such behaviour in certain situations and that manneristic behaviour varies in different situations. Certain mannerisms tend to be more with visually handicapped, yet there does not exist a significant difference in this respect between sighted and visually handicapped children. From this follows that

mannerisms can be corrected through persuasion and guidance. **Battle and Blowers** (1982) undertook a comparative study of self-esteem of students in regular and special education classes, using culture-free self-esteem inventory for children and the perception of the ability scale to a selected group in regular and special classes. They concluded that students in special classes experience greater gains in self-esteem and perception of ability scores than those in regular classes. **Ashmead, et.al** (1989) conducted two experiments to test obstacle perception and navigation in 25 congenitally children (4-12 years old). In experiment I, 10 subjects walked along a sidewalk toward a target location. A box was placed along the path on some trials. Subjects spent more time in front of the box than behind it, indicating that they perceived the box and acted so as to navigate around it. In experiment 2, 15 subjects attempted to discriminate whether the nearby disc was on their left or on their right. They performed at above chance levels, again indicating distal perception of objects. Results suggest that blind children with little or no visual experience or formal training use non-visual information presumably auditory, to perceive objects. **Lister, et.al** (1989) examined the extent to which the development of conservation concepts (CCs)

in 24 visually handicapped children (VHs, aged 5 years 6 mo to 17 years 2 mo) is similar to that in 50 sighted children (Subjects; aged 3 years 11 mo to 11 years 4 mo). There was strong support for similarity in order of acquisition of CCs by VHs and SCs. Scalogram analysis revealed a common, though not a single, ordering. VHs showed no delta in achieving CCs when compared with sighted subjects. VHs were similar to subjects in their range of explanations for their conservation judgements. **Wainapel and Stanley** (1989) conducted semi-structured telephone interviews with 10 visually-impaired adult cane users (26-69 years) to analyse the attitudes and emotions associated with their transition to cane – use. For subjects who had used cane longer, images of stigma, prominent during the early stages of orientation and mobility (O and M) training, were usually replaced by more positive attitudes. Several factors contributed to the delay between the onset of severe visual impairment and the commencement of O and M training: the inertia, fear of stigmation and difficulty in interfacing with the vision rehabilitation system. **Aggarwal, et.al** (1989) undertook 30 blind male residents (aged 11-19 years) of 2 Indian institutes for the visually impaired. The subjects were administered several personality inventories. All subjects had low levels of

alienation. Subduedness/independence was an important predictor for distinguishing between subjects who were blinded younger subjects those blinded when older. Intelligence may mediate the relationship between alienation and other psychological variables. **Trudean, M., et.al** (1990) examined the utility of perceptual training with specific emphasis on figure ground discrimination. Study participants were 20 subjects (Mean age 74 years) with low vision caused by age related macular degeneration. The relative effectiveness of in clinic and at home training was compared to a no training condition. Tests were a page of large print text and the Frosting Figure Ground Test. Results support the view that perceptual skills, such as figure ground discrimination, can be improved by practice and instruction, but there is a need for task specific training. **Deshen, S.** (1991) documented the operation of rejection and association as observed among 57 blind people (aged 35-50 years) in Israel. Many subjects entertained derogatory stereotypes of other blind people. Social formations of blind people are described in which the convolution of association and rejection can be seen to operate. **Beggs, W. Alan** (1991) examined whether slower-walking of visually-impaired pedestrians is due either to the impoverished visual

information available for the control of locomotion or to the strategic response to the stress associated with travel. Using a client-derived mood checklist with 55 partially-sighted clients in a vocational rehabilitation course, the latter hypothesis was confirmed. In contrast, visual status, as measured by both visual acquity and field loss, was un-related to percentage of preferred walking speed. **Wulsin, et.al** (1991) assessed Psychological functioning at 3 times over 8 MO in 28 adults (aged 21-60 years) with proliferative diabetic retionopathy and mild to moderate visual impairment in at least one eye. Measures included SCL-90 (revised). Examination of the correlation between visual and psychosocial in the range of mild to moderate impairment. Psychosocial dysfunctioning related to visual impairment seems to develop long before blindness. **Needham, et.al** (1992) on admission to a 3-mo adjustment to blindness rehabilitation programme, 45 blind men with previous psychiatric diagnoses or psychiatric /psychological treatment had more symptoms of distress than did 67 men without such histories. Staff ratings at the beginning and end of rehabilitation indicate no differences between these groups in skill, attitude and overall adjustment and all subjects improved significantly during rehabilitation.

Neither a history of psychological disorder nor test scores indicating severe emotional discomfort should exclude participation in residential rehabilitation for blind people, provided that the programme includes adequate psychological services.

Advani (1994) studied 200 blind students and concluded that blind children showed clear signs of emotional-insecurity, frustration and timidity. They showed no aggressiveness as was often alleged. In the younger age group 53% boys and 62% girls showed not just physical and psychological dependence, whereas in the older group girls were even worse. In the study 53% boys 87% girls were psychologically dependent, and 43% boys and 49% girls were highly frustrated. In older age group boys were highly adjusted and only 16% of them showed symptoms of frustration. In the older age 7% boys and no girls showed the signs of aggression. **Farzana** (1995) found that the correlation between educational aspiration and encouragement given by the father came out to be 0.99 which is highly and positively significant. It may be concluded that fathers' encouragement of high level helps their children in high educational aspiration and vice versa. Whereas the correlation between educational aspiration and mother's encouragement

came out to be insignificant 0.10. So it is concluded that mothers' encouragement does not play a significant role in the aspiration of visually disabled in the field of education. Further the investigator concluded that there exists no significant difference between visually disabled students belonging to class VI, VII and VIII to X on educational aspiration as the t-value came out to be 0.59, which is insignificant even at 0.05 level. It clearly indicates that standard of educational does not affect the aspiration in the educational field, i.e, at class VI or X the educational aspirations are not changed. **Bhardwaj** (1995) studied personality factors among handicapped and non-handicapped children. The investigator deduced the results with the use of Duncan's Range Test. he deduced that the developing traits of personality among children were sizothymia (A^-) low-intelligence (B^-), ego-weakness (C^-), excitability (D^+), lower super ego strength (G^-), threctia (H^-) and shrewdness (N^+). The existing difference between both the handicapped and non-handicaped lies only in degree and not in type. Low mental capacity (B-) exists as clinically low among all three types of children (Blind, Cerebral palsied and non-handicapped). The blind children showed more temperamental tantrum in their personality make up. The cerebral palsied children call for

clinical attention. **Reddy** (1997) employed the open-ended interview schedule to the sample of 960 subjects (age 11-15 years), the causes of unrest as well as mal-adjustment in the handicapped were noted. The angerwise main causes were:-

i. Dissatisfaction with the facilities in the hostels 92%

ii. Uncertainty about the future 90%

iii. Emotional insecurity 89%

iv. Unfavourable attitudes of society towards tem 86%

v. Negligence and home 87%

vi. Lack of social support 85%

vii. Frustration 85%

The main findings were:-

i. Visually handicapped confront maximum number of problems of adjustment in areas like school, home, social issues, self-confidence and feelings of inferiority.

ii. The least affected group among all the three in terms of problem behaviour was the hearing and speech impaired.

iii. Orthopaedically handicapped were found to be much better than visually handicapped but worse than hearing and speech impaired on adjustment

iv. There were no sex differences among the groups as far as problems of adjustment were concerned.

STUDIES RELATED TO ADJUSTMENT OF BLIND

Sommers (1944) found that personal and social adjustments of blind adolescents as a group were below than that of sighted and blind girls were slightly better than that of blind boys. **Brieland** (1950) found that there is significant relationship between blindness and personality adjustment. The blind students were significantly inferior in health while the home adjustment did not show any significant difference. **Barker** (1953) reviewed fifteen studies in which various personality inventories were used. Of these studies six indicated that the blind had greater maladjustment than seeing group, while it did not demonstrate any consistent and significant differences between blind and the seeing group. **Petrucci** (1953) concluded that visually impaired adolescents tend to be more dependent and less assertive than their sighted counterparts. **Cowen** (1958) found no difference in adjustment among home living visually handicapped adolescents, visually handicapped adolescents attending residential schools and sighted adolescents. Home living visually handicapped adolescent boys were found to be better adjusted than females attending residential schools. **Caroll** (1961) found that loss of vision induces a variety of adjustment problems and personality

determinants. **Harley, R.K.** (1963) investigated the relationship between verbalism and adjustment of blind children and concluded that both of these factors are related with each other. **Sublock** (1976) concluded that visually impaired were somewhat satisfactorily adjusted in all areas but they were having the feeling of inferiority. **Sharma** (1977) observed that sensory handicapped individuals are emotionally maladjusted.. **Monika Orkan-Lecka** (1980) compared blind students adjustment to disability in two different settings through two instruments: the disability adjustment scale and the blind basic rehabilitation rating scale. Experimental students studied in normal high schools while living at home and controlled students lived in centres for the blind. The investigator observed that level of adjustment (to disability) much higher in adolescents studying in the integrated settings than those from special secondary schools. **William** (1981) surveyed adjustment of the blind and the deaf students in standards V, VI, VII of special schools of Karnatka. The sample comprised of all special schools of Mysore, Hubli, Gulbarga etc. Fifty one blind and sixty five deaf children were selected for the study. In the findings the blind children (classes VI and VII) showed higher level of home adjustment than those of class V. Both the blind

and the deaf had a low level of adjustment with their teachers. The blind showed better adjustment than the deaf in all standards. **Sinha** (1982) attempted to study the personality adjustment of the blind and the extent to which they have been able to adjust themselves on emotional, social and educational levels. The investigation revealed hat the blind living in one hostel are as good in adjustment as others. **Kaur, Singh and Jain** (1984) attempted to investigate the emotional adjustment of normal and blind adolescents. The results revealed that there exists a difference between emotional adjustment of normal and blind adolescents. **Teare** (1985) examined behavioural adjustment of 23 partially sighted or blind students through child behaviour checklist (CBC) and observed that behavioural problems in blind students are as much influenced by cognitive as by visual functioning. **Pandey** (1985) studied the affectional deprivation, ego-strength and adjustment pattern among visually handicapped children and their rehabilitation.. Conclusions are as under:-

i. The deprivation as felt by rural blind children was significantly more acute than that felt by urban blind children.

ii. There was no significant difference in the pattern of affectional deprivation between congenitally blind children (CBC) and post-natally blind children (PBC).

iii. It was found that 10 blind children had poor ego-strength and poor adjustment. Emotionally they appeared immature and hence there was need for their rehabilitation.

Sarita (1985) attempted to study the adjustment pattern of visually handicapped and sighted students. The results are as under:-

i. Sighted students are more well adjusted than visually handicapped as far as emotional adjustment is concerned.

ii. The sighted students are socially well adjusted than the visually handicapped students.

iii. Visually handicapped children are poorly adjusted in educational area than sighted children.

iv. Overall adjustment (emotional, social, educational) in visually handicapped is poor than sighted students.

Aggarwal and Kour (1985) conducted a study to find out the anxiety and adjustment levels in visually and hearing impaired. Forty visually impaired and forty five hearing

impaired residential school children of age range 6-16 years comprised of the sample. Subjects were administered measures of adjustment and anxiety. Scores relating to intelligence and academic level, teachers and peers acceptance and biographical variables were also obtained. Findings revealed that correlates of anxiety and adjustment differed qualitatively as well as quantitatively between the groups. **Veena Kumari** (1986) studied adjustment pattern of visually handicapped in relation to their age. Findings of the study are as follows:-

i. The adjustment mean scores of two groups (13-17 years and 18-22+ years) of visually handicapped on educational adjustment are 1.97 and 2.49 respectively, the F-value (0.98) is insignificant at 0.05 level. Therefore it may be concluded that both the groups of visually handicapped do not differ significantly on educational adjustment when they belong to residential school climate.

ii. The obtained F-value (4.83) has been found significant at 0.05 level of confidence indicating that the difference between the mean scores of both the groups (13-17 years and 18-22+ years) of visually handicapped on emotional adjustment is significant and real. Thus, it may be concluded that the visually handicapped of higher age are

emotionally less adjusted than their counterparts, i.e. visually handicapped of lower age group (13-17 years), though both of these groups have been placed in the same type of school environment, i.e., residential schools.

iii. There is no real difference between scores of total adjustment of both the groups of visually handicapped (13-17 years and 18-22+ years) when they belonged to the same residential environment, i.e., residential school setting as the F-value (3.08) calculated for this difference is insignificant at 0.05 level of confidence.

Sarita and Sharma (1987) conducted a study on 40 visually handicapped and 40 sighted students (boys and girls) of 14-18 years of age group. Adjustment inventory for school students by Sinha and Singh was administered. It was found that visually handicapped students were poorly adjusted in emotional, social and educational grounds. The visually handicapped were also poor in their total adjustment. **Banergee** (1988) investigated into the adjustment of blind students in secondary schools. More blind students were found to be maladjusted than the sighted. Nearly one in five students was found to have a moderate levels of maladjustment with home environment, school environment and peers of the opposite sex.

Surprisingly the researcher found that the percentage of blind children, maladjusted to home environment was one and a half times more than the school environment. **Haseenuddin** (1992) undertook a comparative study of normal and handicapped school children in respect of adjustment and the results reveal that:

i. The handicapped boys and girls were found more adjusted than normal boys and girls. Adjustment levels of normal boys and normal girls were almost similar.

ii. The handicapped boys and handicapped girls did not show any significant difference on adjustment measure.

iii. The handicapped boys and girls were found more emotionally adjusted than normal boys and girls. The handicapped boys and girls did not show any significant difference on emotional adjustment.

iv. The handicapped boys and girls were found more educationally adjusted than normal boys and girls.

Beggs (1992) examined the psychological process underpinning successful travel and adjustment in 71 visually impaired 20-54 years old. Subjects of the study walked over a test route alone, and then responded to a questionnaire. Five

components descriptive of subjects feelings associated with travel were identified. These were:-

i. Self-efficacy (appraisal of threat and the ability to meet it)

ii. Vigilance (the need to be alert to what is happening)

iii. Role-acceptance (the tendency to attend to oneself).

iv. Disorientation and

v. Cognitive effort (the need to be as alert as possible during the journey)

Suggestions are made for helping clients cope with different types of emotional distress.

STUDIES RELATED TO SEL-CONCEPT OF BLIND

Singh, et.al (1971) attempted to make a comprehensive study of the self-concept of visually handicapped children in order to understand their personality dynamics. The sample consisted of 20 visually handicapped children of the Netrahin Chhatra Vidyalaya, Bhagalpur. An equal number of non-handicapped were selected from the schools of Bhagalpur. The two groups were matched with respect to age, sex and education. **Sherril, C. et.al** (1990) examined self-concepts of 158 disabled athletes (aged 9-18 years). Subjects were English speaking and had either cerebral palsy, blindness, dwarfism,

spinal cord injury, amputations or less outress. Subjects completed the self-perception profile for adolescents, measuring global self-worth, scholastic, athletic and job competence, social competence, physical appearance, romantic appeal, behavioural conduct and close friendship. The hypothesis that these subjects would follow the same general pattern of able-bodied youth was supported. Subjects mean self concept scores fell within or close to the test manual's range for able bodied youth. **Obiakor, et.al** (1990) compared the self-concepts of 61 visually impaired and 229 normally sighted children in grades 6,7 and 8. Self concept was measured with the student self assessment inventory (SSAI, D. Muller et al., 1984, 1986) which assesses children's self-knowledge, self-ideal, and self-esteem as related to physical maturity, peer relations, academic success and school adaptiveness. Visually impaired subjects scored higher than normally sighted subjects on 5 of the 12 SSAI sub-scales, refuting the notion that visually impaired children have poorer self-concepts than normally sighted children. **Beaty** (1991) administered Tennessee self-concept scale to 15 blind and low-vision adolescents (aged 12-19 years) and age-matched sighted peers from an urban environment to examine whether low-vision adolescents have lower self-

concepts. Results reveal significant differences in global self-concept, as well as specific self-concepts among these groups.. **Reddy and Rajguru** (1994) conducted a study to find out the significant differences if any, between totally blind and low-vision children with regard to their self-concept. It was found that there was a significant difference between the mean of totally blind and low-vision children with regard to self-concept scores. Totally blind children have higher self-concept than the low-vision children. The self-concept of visually diabled was positively correlated with their achievement, the socio-economic status of visually impaired children had least impact on their self-concept. **Usmani** (1999) found that there is high and positive correlation between the different subjects (Maths, Science, English, Social Science and Urdu) and self-concept of blind. Self–concept and achievement in different subjects is positively correlated. The study habits and achievement in different subjects came also to be positively correlated.

OTHER PSYCHOLOGICAL FACTORS OF THE BLIND

Cholden (1958) found that adventitiously blind, when they lost their sight, immediately showed a state of immobility or shock which is followed by a site of depression. **Bateman**

(1964) observed that visually impaired children perform below average in activities related to vision sense, visual association and visual memory. **Imamura** (1965) found dependent behaviour on the part of preschoolers during their interaction with their mother who have excessive pity feeling for them.. **Hartlage** (1968) concluded that congenitally visually impaired children show relative deficit in the use of nonspatial concepts. In early school grades were found different and by late elementary years, visually impaired and sighed group were not obviously different. **Agarwal and Kour** (1985) conducted a study on 45 hearing impaired and 40 visually impaired residential school children. The results showed that correlates of anxiety and adjustment differed qualitatively as well as quantitatively between groups. **Zaidi** (1986) conducted a study on general anxiety and test anxiety of visually handicapped children in relation to their grades. The purpose of the study was to determine the significance of differences between general anxiety and test anxiety scores among visually handicapped children. Forty five (45) visually handicapped subjects studying in VI to VIII grade were randomly selected from two schools for the blind (Andh Vidyalya and Andh Mahavidyalya of New Delhi). Indian adaptation of general anxiety scale by Kumar

(1985) was used. The mean score of both the forms of anxiety were found to be more in the higher grade. **Mastro, et.al** (1987) attempted to investigate some psychological characteristics (Tension, depression, anger, vigour, fatigue and confusion) of elite visually impaired athletes and compared these findings with those reported in the literature on the bodied athletes. Thirty three (33) male of age group 16-32 and fifteen (15) female of age group 17-28 years were selected to carry out the study. It was concluded that male and female subjects differed significantly in tension, fatigue and confusion. **Minu** (1988) attempted to study anxiety and socio-economic status of visually impaired in relation to their academic status in English. The study was conducted on a sample of 60 visually impaired students studying in class II to IX. The investigator concluded that anxiety has no effect on academic status in English are not related with each other or one does not affect the other. **Freeman** (1989) designed a study to assess the early emotional development of blind children. The sample consisted of 92 legally blind of 15-33 years of age. The investigator concluded that many of the subjects did well despite factors believed to be adverse in the early study. For multi-handicapped visually impaired children, the outcome was likely

to be better than earlier predictions assumed. **Madsen, et.al** (1989) compared 32 sight impaired students (aged 9-20 years) on the Musical Attitude Profile (MAP) with their performance on a test devised by A.R. Walker (1981) to pair visual imagery with musical stimuli. Results indicate that subjects mean score on the (MAP) was almost identical to the composite mean for similar age matched sighted students (A.K. Walker 1985). Walker's test yielded a lower mean. Analysis of subjects preferred vs correct responses on walker's test revealed that subject errors were not random but evidenced a different image construct. **King, et.al** (1990) administered the revised fear survey schedule for children to 129 visually impaired and 129 normally sighted children (aged 8-16 years) in Australia. There were 160 boys and 98 girls. Results show that subjects did not significantly differ on overall level of fearfulness, although sighted subjects expressed a greater level of fear on two factors. Findings are inconsistent with those of a similar study by Ollendick et.al of US children and youth. However, the totally blind children of which there were only a small number in that sample, reported a higher level of fear than sighted children. Girls reported greater fear levels than boys. There was no significant relationship between age and self-reported fear.

Jain, et.al (1990) describe neurological, developmental and cognitive differences that exist between visually impaired, blind and sighted children. Discussion focuses on neurophysiological principles of intervention, associated handicaps in VI children, motor development in VI infants and young children and conceptual development in VI infants and children. Visual impairment affects the total process of gathering and exchanging information and the effect is noticeable not only in motor skills but also in cognition, language development and social skills. The effects of visual impairment on children's social and emotional development and blind and VI children's need for specific interventions is stressed. **Sharma** (1990) aimed at studying the anxiety level of visually handicapped and normal seeing children. General anxiety scale for children (GASC) by Kumar (1982) and test anxiety scale for children (TASC) by Kumar (1985) were used as the measuring instruments to test anxieties. The sample of the investigation consisted of 90 male students, out of which 50 were visually handicapped and 40 sighted children. All the subjects of the study belonged to IV to IX standard of Aligarh Distt. **Wiemer, et.al** (1991) examined the number, content and intensity of fears of 42 visually impaired children (aged 5-18 years).

Subjects were administered the fear survey for children with and without mental retardation. To obtain a different perception of children's fears, residential child care counselors completed the survey for the children. Although the students had many fears. there was little difference between the number of mild and severe fears. Students reported more fears of potentially physically dangerous and harmful situations than of psychologically harmful situations. Counselors reported a significantly higher number of fears than did the students.. **Abdi, et.al** (1991) undertook 45 visually handicapped boys in grade 6 (mean age 15 years), grade 7 (mean age 17 years) and grade 8 (mean age 18 years) The Indian adaptation of the Test Anxiety Scale for children was employed. Grade 7 students exhibited more test anxiety than Grade 6 and Grade 8 subjects significant differences were found between grade 6 and grad 8 subjects and between grade 7 and grade 8 subjects. **Sharma, S.** (1998) undertook a study of visually disabled and sighted students in relation to their frustration and study involvement. Seventy students were surveyed. The results conveyed that the difference between the two groups was found significant, thereby indicating that visually impaired were more frustrated when compared with their sighted counterparts. Secondly

visually disabled were found to be inferior so far as their study involvement was concerned.

STUDIES RELATED TO INTELLECTUAL FACTOR OF BLIND

HAYES (1941) worked in the area of intelligence testing of blind. The investigator modified the Stanford-Binet test to measure their I.Q. which was named Hayes-Binet test. The mean I.Q of visually handicapped children was found slightly below average intelligence (98.8). **Lowenfeld** (1945) found that both partially sighted and blind children were behind their sighted peers when equated on mental age. **Livingston** (1968) administered Standford-Binet test to 60 children belonging to the age 8-9 years in the classes of partially sighted. The results revealed that their average I.Q was 98.6 but they performed like normal children on reasoning, language development and abstract generalization. **Tillman and Osborne** (1969) observed that blind children were superior to sighted children on repetition of series of number indicating short-term memory and attention. **Smits and Mommers** (1976) studied on blind and sighted subjects and found significant difference on intelligence measure. **Vanderkold** (1977) demonstrated that age and level of education of visually handicapped subjects are

related to verbal intelligence test scores. **Venderlock** (1982) has demonstrated adventitiously blind does better on arithmetic and similarities than both the congenitally blind and the general population. **Kamila** (1984) conducted a study on the creative thinking abilities of blind school children. The study was conducted to find out the distribution creative thinking ability scores among blind, normal and total sample to compare the creative thinking abilities between normal and blind children and to find out the relationship between the creativity scores and scholastic achievement of blind children. The study revealed that normal children are more creative than the correlation between the scholastic achievement and creative thinking of blind children. **Singh and Sharma** (1984) analyzed the intelligence test score pattern of visually handicapped and found that congenitally blind differed significantly on digit span sub-test. **Singh** (1985) Studied on visually handicapped adult trainees, students and staff-members of NIVH Dheradun. The total number of cases in the sample group was 148. Wechsler Adult intelligence scale revised (Hindi) adaptation was used. The results revealed that that visually handicapped did not differ significantly from the sighted on the sub-test of WAIS-R verbal (Hindi). However, marked differences were evident on

digit span and arithmetic where visually handicapped were found to be better on digit span than sighted but they were on the lower side on arithmetic. **Deckker, et.al** (1990) constructed an intelligence test for blind and low-vision children (aged 6-15 years). Based on a short vision test, two groups of Braille educated children were distinguished, 106 subjects without usable vision and 49 subjects with usable vision. Sub-tests appeared to be highly reliable and achievement in school could be predicted with some accuracy. Factor analysis indicated 4 interpretable factors in both vision groups. The vision groups differed on tests measuring spatial ability. **Barolo, et.al** (1990) in a replication of G. Hinton's (1979) experiment, 38 sighed and 38 blind folded sighted and 24 blind undergraduates were required to mentally rotate a cube. Results show the possibility of correct and holistic mental rotations and suggest that blind students subjects have mental images with autonomous topological features. The second part of the experiment was designed to verify in the same subjects rotations between holistic mental rotations and productive strategies in problem solving. Results support this relation and stress the heuristical function of mental imagery involved in cognitive processes. **Dekker, et.al** (1991) analyzed the scores of 155 Dutch-

speaking braille educated children (aged 6-15 years) on non-verbal sub-tests (ITVIC). Subjects were divided into two groups– subjects with no usable vision and with usable vision. Classification is based on the results of short, objective vision test. Results suggest that the battery has differential validity. **Groenveld, et. al** (1992) reports on an analysis of Wechsler Intelligence Scale for Children-Revised (WISC-R) and Wechsler Preschool and primary scale of intelligence (WPPSI) profiles of 118 visually impaired 3-16 years old children without additional neurological problems. A consistent response pattern on the Wechsler batteries emerged,suggested that the verbal as well the performance tests can provide useful assessment information.

Khan (1995) concluded that:–

i. Sighted and visually impaired children differ on all the three dimensions of creativity as well as on the total productive thinking abilities.

ii. Sighted and visually impaired belonging to same income group differ from each other on the measures of originality and fluency.

iii. Sighted and visually impaired were not found significant (of low income) on fluency, originality and total creativity but were found significantly different on flexibility.

iv. No significant difference was found on fluency and flexibility but significant differences were found on originality and total creativity between sighted and visually disabled representing the large families.

v. A comparison between sighted and visually impaired representing low family dependents, did not show any significant difference on the measure of fluency, originality and flexibility but a difference was found on total creativity.

vi. Children with high income group were found more creative than from children with low income group but the difference was not highly significant.

vii. Children from large families have been found more creative as compared to children from small families.

Lister, et.al (1996) examined 25 blind (aged 6.3-17.1 years), 24 partially sighted (aged 5-13.2 years) and 32 sighted (aged 4.4-12.2 years) children in order of development as evidenced in seriation, verbal seriation and conservation tasks examining length, size and weight. To examine the question of

extent of similarity in sequence of development, scalogram analysis was implemented. Results indicate clear evidence for similarity in sequence of development. All three subject groups found seriation by weight more difficult than seriation by length and size. Findings also show that sighted , partially sighted and blind subjects found verbal seriation tasks difficult to a similar extent. Data suggests that similarity in order of concept acquisition is clear, and that similarity in order of development of understanding clearly extends beyond quantity conservation concepts.

STUDIES RELATED TO SCHOOL ACHIEVEMENT OF BLIND

Brown (1938) found a greater neurotic tendency in the blind. He found them superior than sighted on short sequence and forward digit recall. This can be attributed to the practice of blind in memorizing phone numbers etc. **Nolan** (1959) found particular difficulties in arithmetic in blind. **Birch, et.al** (1966) attempted to study the school achievement of 93 partially sighted children in V and VI grade. He concluded that although the children were of average intelligence but they were found two and half years retarded in academic achievement. **Bateman** (1967) concluded that partially seeing and blind are behind their sighted peers in academic achievement, when equated on

mental age. **Evas** and **Knoff** (1970) studied on 40 blind and 40 sighted children; both the subjects were compared on tactual performance difference between blind and sighted groups. The I.Q was positively correlated with T.P.T scores for the no vision group and on T.P.T. variable for those with guiding vision. The totally blind children had a higher mean I.Q than sighted or those with guiding vision. **Gottesman** (1971) used a relatively simple form-matching task in which the subjects were given a stimulative block from a set of four alternatives. There was no significant difference in performance between the visually impaired (from birth) children and the blindfolded sighted children. **Telford** and **Sawrey** (1977) made a detailed study and found that two groups (blind and sighted) were more or less equal when they were compared grade by grade. The investigators further concluded that comparison by either chronological or mental age indicates considerable educational relation. **Kirk and Gallaghar** (1979) remarked that achievement tests reveal only slight retardation in blind children. **Kool** and **Raina** (1979) carried out a study on a sample of 48 subjects comprising 20 blind and 28 sighted as experimental group and 40 blind and 40 sighted as control group. It was found that the performance of blind was poor on

textual short-term memory than the sighted subjects. It was also evident that blind subjects initially did better than the sighted but their performance was poorer than the sighted with increase in delay in recall period. **Abbas** (1987) conducted a study on the academic achievement of visually impaired and non-impaired in relation to anxiety on a sample of 100 students (50 blind, 50 sighted) from class III to X It was concluded that:–

(i) Visually impaired are behind in academic achievement when compared with their sighted counterparts. The difference has been found significant even after controlling the effect of general anxiety.

(ii) When both the groups belong to low level of general anxiety, visually impaired are not retarded in academic achievement

(iii) Visually impaired are behind in their academic achievement in mathematics even after controlling the effect of test anxiety.

Packer, J. (1989) examined the amount of time used by 2,651 blind and visually impaired examinees (BVIs) to take special administration of the scholastic aptitude test (SAI) compared with the time used by examinees with other disabilities (ODS). BVIs using cassette or Braille versions of the

SAT used considerably more time (5.4 and 6.0 hrs respectively) than both BVIs who used regular or large print versions in the test (4.3 to 4.4 hrs) and subjects with ODs (3.7 to 4.7 hrs). Standard test time for non-disabled examinees in 3 hrs. Results are discussed for an SAT criterion as a non-speeded test. **Rossano, et.al** (1989) Tested for the presence of alignment effects in 10 blind and visually impaired subjects (aged 20-64 years) using tactual maps. Alignment effects refers to the fact that, when points represented as further on a map do not correspond to points forward from the user in the environment, errors in directional judgements are greatly increased. Alignment effects existed in blind and visually impaired map users. Blind subjects encoded maps using the up equals forward rule and demonstrated some similarity to sighted subjects in the types of errors made. Differences between blind and sighted subjects were tentatively attributed to visual experience with subject transformations and representational variables. **Nisar** (1990) found congenitally blind superior in academic performance when compared with adventitiously blind. Academic achievement of both the groups was not found affected by psychological problems as well as extroversion. **Knowlton, et.al** (1991) analyzed performance of 37 (6-10 years)

old visually impaired and non-visually impaired children on an accommodative tasks to investigate whether impairment affects performance on typical, grade appropriate, educational tasks, itinerant vision teachers and graduate students administered 3 tasks to child: accommodation between 2 points within the near plane, between the near and mid planes and between near and far planes. Environmental variability affecting acquity was controlled. Findings demonstrate that tasks requiring accommodation within the near or between different planes require ability beyond that of acquity. Intervention strategies suggested include giving a student more time, providing material at the most efficient focal distance and converting educational materials to a more efficient form. **Pandey** (1993) conducted a study to know the reading characteristics of sighted and blind children. The purpose of the study was to ascertain the variation in the level of reading characteristics of visually handicapped and sighted children. The sample consisted of 240 students (120 blind and 120 sighted) studying in various schools. Personal data sheet and close test were used as measuring tool and two way factorial design was employed and ANOVA was used. The results did not show any significant difference. It was concluded that if blind students are provided

with good reading material and are trained, they are as good as their counterparts. **Affendi** (1993) conducted a study on the visually disabled school going children in relation to their frustration and school achievement and found that frustration affects their achievement.

Ayesha (1993) found that:–

i. Visually disabled with high and low aggression are significantly different from each other on their school performance. The t-ratio for the difference came out 4.30, which is significant at 0.01 level of significance. This shows tat the children who have high aggression achieve low. It can be concluded that aggression in visually disabled plays a very important role in educational achievement. It helps hampering the children to achieve accordingly.

ii. The mean scores of children with high and low fixated behaviour on educational achievement came out to be significant. The t-value has been found to be 2.78 significant at 0.05 level. This finding indicates that characteristics of fixated behaviour like persistence of childhood fear, feeling of being disabled, unnecessary worriedness etc. are related with educational achievement

of visually disabled children and they affect the performance in school subjects in negative manner.

iii. The mean scores of educational achievement obtained by visually disabled children with high and low regression differed significantly as the t-value came out to be 4.19, significant at 0.01 level of confidence. So it may be concluded that characteristics like home sickness, excessively day dreams, bashfulness, lack of self-control, behaviour like a child etc. affect the educational achievement in negative manner.

iv. The t-ratio between the mean scores of children with high and low resignated behaviour on their academic performance is significant at 0.05 level (t = 12.43). This helps to conclude that the behaviour which includes no plans, no concern with future happenings, feeling of insecurity and loneliness, no interest in work etc. helps in low achievement in school. The investigator on the whole concluded that frustration (all the four modes of behaviour) plays a very important role in educational behaviour and performance of visually disabled school going children.

STUDIES RELATED TO SOCIAL FACTORS OF THE BLIND STUDENTS

Cuthsforth (1933) did not find any difference in social responsibility, while studying blinds and sighted. **Marshall** (1953) found a strong negative relationship between the social competence of 5-7 years old visually impaired children and the degree of rejection of the child by mothers. **Bhalerao** (1975) made a sociological study of the educated blind in major urban centres of M.P. The sample comprised of 100 educated blind (90 males 10 females). The study showed that adjustment in the family was satisfactory, parents were not shy in owing their blind ward issues publicly and felt that one and time spent on their education was useful. A majority of blind were members of blind welfare associations or social welfare associations. They used to participate various recreational programmes and had hobbies too. **Qadri and Hussain** (1982) attempted to investigate some sociological factors of blind and normal students. Findings of the study revealed that most of the blind come from psychological broken homes and suffered from emotional maladjustment. Most of them had no interest in

curricular and co-curricular activities. They differed significantly from normal with respect to (1) attitude of parents towards subjects (2) quarrel among parents (3) linking towards homes (4) feeling towards school and other places (5) interest in the study and (6) linking for play and friends.

STUDIES RELATED TO TEACHERS OF THE BLIND

Bradfield, Robert and Jones (1984) studied the special education teachers diet and academic thereby. In the study the researcher assessed the diets of 41 teachers working towards special education certification in order to determine whether subjects diets contained the nutrients necessary to cope with stress. Subjects intake with an over–emphasis on refined carbohydrates, excess proteins, low–levels of necessary amino–acids, excess fat, not enough fibber and insufficient micronutriens too. It was concluded that poor diet might contribute to teacher burnout and further it may inculcate a teacher's insensitivity to the effects of poor dietary habits on behaviour and learning. **Maxon, et.al** (1989) studied the education of deaf-blind youth in relation to teacher characteristics and programme issues, 124 teachers of deaf-blind students responded to a survey on their experience,

training programme, characteristics, communication methods and certification. Students reported communicating with students in a variety of ways. Gross signs and gestures sent and received were the most frequently communication medium. **Glenn** (1989) discovered that a focus on individual growth leads to consideration of how staff development may be used as a vehicle for special learning by teachers ideas from programmes for special learners particularly their emphasis on variety of educational experiences and the importance of recognition and incentives, may be adopted to staff development programmes. **Mel** (1990) developed a teacher education resource pack for the teachers of special need children. The project grew out of UNESCO's continuing work in encouraging member countries to develop strategies for responding to children's special needs in ordinary schools. The aim of the study was to review teachers training in context of variety of country systems. The enquiry was carried out by means of a questionnaires, one of which was completed by 100 teachers in each country, and a case study provided by each country showing current practices. Nevertheless some general trends and messages do arise from the findings of this study specifically three major priorities seem to be shared by many of the countries in the

sample. These were (1) the provision of compulsory education for all children in the population (2) the integration of the handicapped children into ordinary schools. Finally the upgrading of teachers training as a means of achieving first two priorities. **Billingsley, et.al** (1992) investigated into the predictors of commitment, job-satisfaction and intent to stay in teaching. A comparison was made among general and special educators. Results suggested that work related variables such as leadership, support, role conflict, role ambiguity and stress are better predictors of commitment, job satisfaction and were significant predictors of intent to stay in teaching. **Sutton, et.al** (1992) found out the effects of beginning learning disabilities (L.D) teacher. Findings indicated that elementary (L.D.) teachers demonstrated more transitions between instructional activities than their secondary counter parts. In comparison with resource teachers subjects in self-contained class-rooms emitted significantly higher frequencies of three behaviours. The purpose of career devoted was to establish to focus energies clearly o the attainment of those goals. **Domanski** (1997) found that a disability specific preparatory course can be pivotal in improving the attitude of pre-service teachers about serving the disabled students. Results also indicated small but significant

changes in the attitude of pre-service teachers about serving students with disabilities. The pre-service teachers perception about their ability and knowledge to teach disabled students improved significantly during the training period.

STUDIES RELATED TO MAINSTREAMING OF BLIND STUDENTS

Pearlman and Gillman (1979) investigated into mainstreaming visually handicapped. Observations of a mainstreaming programme led to the conclusion that extensive preparation is vital to success. The author's more important finding is that pupils and teachers, although well intentioned, become anxious and demonstrated avoidance of handicapped students. It is certainly a matter of great concern. **Mollie Hobben** (1980) looked into the purpose of educating handicapped students in the mainstream and observed that the intention should be to make them an integral part of this environment rather than to be simply present in the regular classes. Realising that integration is the result of mainstreaming, particularly with reference to students interaction, it was suggested that interaction with other students must be encouraged. **Blacher-Dixon** (1982) examined the perspectives of mainstreaming at the early childhood level

in the following three areas of research, effects of pre-school mainstreaming on more severely handicapped children, parental involvement activities and the impact of mainstreaming on the public school system. **Nair** (1983) studied five general schools having at least one disabled child and found that orthopedic handicap did not cause academic problems in the class and teachers and peers had positive attitudes towards them. **Zigler and Muenchow** (1985) looked into mainstreaming and suggested a careful monitoring so as to understand which handicapped child will benefit from the programme and recommend adequate teacher training arrangements accordingly. **Doughlas P. Biklen** (1985) refers to the question of quality education under mainstreaming and attempts to remove the myth of the super teacher. He concluded that success of integration depends upon such factors as proper planning, policies and evaluation procedures, etc. **Weiner** (1985) compared the academic performance of the integrated and segregated groups of students with mild disabilities. The results indicated that the mean academic performance of the integrated students group was in 80th percentile, while the segregated students group was in 50th percentile. The results show a better academic performance by

disabled children in inclusive environment. **Bishop** (1985) identified the major factors related to success for visually handicapped pupils in regular classroom and to determine the variables which affect that success. 304 relevant persons in eight states: California, Colorado, Connecticut, Florida, Minnesota, Pennylvania, Texas and Washington were selected to serve the purpose. The study identified seventy factors associated with successful mainstreaming for visually handicapped pupils. Among the most highly valued components were– an accepting/flexible classroom teacher, peer acceptance and interaction, available support personnel of spatial supplies/equipment, communication between school principal and family. Desirable characteristics of visually handicapped pupils included inner drive, independence, social skills, adequate basic and special skills and academic achievement. **Sharma** (1988) concluded in one paper on mainstreaming the visually handicapped that since the aims, content and subject matter involved in the education of visually handicapped. They need a good general education which is in keeping with special requirements. The education of visually handicapped like all special education required special training of teachers, special facilities and equipments and some curricular modifications

placing these special children in special type of setting may be advantageous in the sense that they can learn and fulfill their special and basic educational needs. The visually disabled need to be taught by Braille, reading and writing, using audio-aids constructing and using models and relief maps, graphs and geometric designs which need to be fulfilled at the very early stage. Emphasis should be laid on placing visually handicapped in integrated education setting. **Stephens** (1988) in an intervention study to improve vocabulary and social skills through interaction for six months reported that children improved performance on tests of intelligence, viscometer tests, arithmetic, reading and writing and socialization. **Alan** (1994) compared the attitude of general education teachers and special education teachers regarding the education of trainable mentally impaired students in general education system. Results indicated a strong agreement that children with disabilities would be benefited from integrated educational experience, though it was felt that these special students could not be taught in the same manner as their non-disabled peers. **Geossling** (1994) investigated the self-reported experiences of integration facilitators working in general education classrooms. These teachers referred to stay back in integrated

educational system rather than segregated instructional setting. **Kelly** (1994) studied the attitude of regular and special educators towards the integration of mildly and severely disabled students into general education classes. The results reveal that general teachers had moderately supportive attitude towards integration. The special teachers gave a much higher ratings to the potential of integration for mildly disabled pupils than the general teachers. A moderate degree of relationship was deduced between level of experience with severely disabled students and rating supporting their integration. **Quaree** (1994) conducted a study regarding the perceptions of special education teachers towards integrated educational settings for severely handicapped students. It was found that teachers strongly supported integrated education setting for severely handicapped students from academic, social, psychological and moral perspectives. Teachers felt that integrated educational settings have more advantages than disadvantages for such students. **Kahle** (1995) indicated in one study a significant difference in the perception of teachers towards the integration of mildly and severely students. The continuum of special education services, inclusion classrooms, resource room and special education, self-contained class-rooms were needed to

meet the needs of disabled students. **Down** (1995) found that teachers are willing to serve students with disabilities and they believed students with disabilities should be included in regular educational environment. **Tungaraza** (1995) conducted a study regarding attitude of teachers towards integration. Analysis of variance reveals that there were no significant differences in attitudes to associate with special, general and head teachers related to age, gender and years of experience. In general, teachers from all these groups agreed with the principle of integration, but did not think it was appropriate to integrate children whose disabilities interfered with academic learning. **Stubber** (1995) suggested that educators attitude can significantly influence the school experience of children with disabilities. It was also suggested that more positive attitude towards integration might be encouraged by collaboration among regular and special educators and by providing practical support for classroom teachers. **Olson** (1995) indicated that special educators and general teachers are more compatible in collaborative relationship as their years of experience in teaching, in an integrated setting increase and these teachers show a degree of success in making integrated setting operable.

Punani (1997) compared the effectiveness of various modes of education of visually impaired children. Integrated education was found much more effective than residential education (institutional teaching). Integrated educational settings emerged most effective in attracting children from farming communities, from labourers and families engaged in craft. The study deduced that integrated education is a phenomenon, which is not limited to urban areas only. **Follansbee, et.al** (1997) examined the general education student achievement outcomes and compared in both and non-integrated secondary classrooms. General education high school students were randomly assigned to either inclusive or non-inclusive classrooms. Teacher variable was controlled by assigning the same subject to teach same subject to both the classes. Pre and post achievement scores from a subject specific examination were analysed using analysis of covariance (ANCOVA). Additional data was collected on parental and students satisfaction in two models of instruction through a survey. The results suggested no significant difference between integrated and non-integrated classrooms in general. However, in final examination grades, a significant difference was found in favour of integrated classroom, in which students from integrated

classroom outperformed students from non-inclusive class-rooms in at least one out of nine courses. The study further revealed that there was no significant difference in overall satisfaction between two groups of students and two groups of parents. The study came out in favour of inclusive environment even for non-disabled students.

CHAPTER-III

Design of the Study

Operational Variables

Measuring devices

Sampling

Collection of data

Statistical Techniques employed

The present investigation seeks to investigate the effects of self acceptance, security insecurity and frustration on the school achievement of visually disabled secondary school students.

Operational variables

A research problem seeks to analyze the relationship between two or more variables. In order to explain the probable answer to the research problem, a research hypothesis is formulated which determines the probable relationship between dependent and independent variables. In the present investigation, there are three independent variables one dependent variable and one controlled variable.

Dependent variable

Dependent or the criterion variable is the probable outcome which is likely to arise from some treatment. They are dependent because the effect of independent variables in seen on them. In the present investigation school achievement has acted as a criterion/dependent variable as the effect of three other variables has to be seen on them.

Independent variable

Independent variable is the treatment variable supposed to produce probable outcome or generate possible outcomes on

the dependent variable. Self-acceptance, security-insecurity and frustration are independent variables in the present investigation as these are manipulated to provide the desired objectives.

Control Variable

In certain situations the investigator wants to eliminate the influence of some variable on the experimental paradigm. In order to avoid its expected impact on the dependent variable, the investigator becomes alert about the changes of such variable in the behavioural measures. Such a variable, is termed, in applied research, as control variable. In the present study the investigator desires to analyze the relationship of self-acceptance security-insecurity and frustration with school achievement after nullifying the effect of intelligence (the control variable).

KAKKAR SELF-ACCEPTANCE INVENTORY (KSAI)

The self-acceptance inventory was developed be Dr. S.B. Kakkar, it contains 34 items. Self–acceptance as measured through this inventory is an assessment of factors such as personal worth and satisfaction with the self. It has been initially adapted from California Psychological inventory. It is a

reliable and valid inventory for the measurement of self-acceptance.

Administration

It is largely self-administering. It permits 'True-False' answers on the test itself. Ease and accuracy of scoring the answers is ensured, if subjects encircle the cell of either T (True) or F (False), other marks such as ticks or single diagonal line, were discouraged. Testing time is usually about 10 minutes, though a few minutes more may be allowed where necessary.

Scoring

Handscoring of the answer sheet is a straight forward clerical task. For one correct answer one score is provided according to key. Scoring through a template is also possible where circles which show through the template are counted and total entered in the proper cell of the last is treated as raw score. The scoring key is given as under:-

S.No.	Correct answer	S.No.	Correct answer
1	F	18	F
2	F	19	T
3	T	20	F
4	F	21	F
5	F	22	T
6	T	23	T
7	F	24	T
8	F	25	T
9	T	26	T
10	T	27	F
11	T	28	F
12	F	29	F
13	T	30	T
14	F	31	F
15	T	32	F
16	T	33	T
17	F	34	T

Reliability and validity

Test-retest, split-half and under Richardson reliability has been computed by the author of the test. The computed reliability co-efficient putforth by the author were 0.94 and 0.77 respectively all significant at .01 level.

Validity co-efficient (Index of reliability) was equally high, i.e., 0.97. The validity of the test determined experimentally by finding correlations between the test and an independent criterion was 0.79 (males) and 0.86 (females).

Item analysis confirmed that the test items are satisfactory, that they cover a wide talent range, that the item

correlations are highly valid and that the test is internally consistent. Item variance upheld the test efficiency by showing that a large majority of the test items have variance approximating the maximum (0.20 to 0.25).

SECURITY-INSECURITY SCALE (SIS)

The Security-Insecurity Scale (SIS) has been developed by Dr. (Miss) Beena Shah. The scale contains 75 items, distributed over (8) eight areas of security-insecurity scale. Distribution of items in the eight (8) areas of security-insecurity is as follows:-

Code	Areas	Item numbers	Total
A.	Family security	1-13	13
B.	School security	14-25	12
C.	Security peer group	26-37	12
D.	Study Context Security	38-45	08
E.	Prospective Context Security	46-53	08
F.	Test Context Security	54-57	04
G.	Self-Context Security	58-67	10
H.	Existence Context Security	68-75	08
			N=75

Administration

The present scale (SIS) is administered individually as well as in group. There is no time limit but usually an individual takes 25-30 minutes to complete it.

Scoring

There are three alternative choices for every item, "Always, sometimes, Never. The subject has to choose only one alternative. This scale is security indicative, therefore for positive statements scoring system is 'Always-2, Never–0, sometimes-1 and for negative items it is reversed.

Reliability

The final draft of the scale, consisted of 75 items, was administered among 600 randomly selected students of school (IX,X,XI & XII, N=350) and college university (Post-graduate and graduate, N=250) levels of urban and rural centres of both sexes. The test-retest and split-half reliability co-efficient were calculated for each group separately and the obtained values were found highly satisfactory. The values of reliability co-efficients are as follows:-

Values of reliability coefficients on secondary level

Students	Test-Retest Method	Split-half Method
Secondary level		
Boys(N=200)	0.79	0.77
Girls (N=150)	0.76	0.71
Urban (N=150)	0.81	0.80
Rural (N=200)	0.74	0.76

Values of reliability coefficients on college/universities level

Students	Test-retest Method	split-half Method
College/Univ. Level		
Male (N=150)	0.84	0.79
Female (N=100)	0.81	0.70
Urban (N=175)	0.78	0.81
Rural (N=75)	0.69	0.74

Validity

In the preparation of preliminary draft, the careful study of relevant literature and consideration of unanimous decision of 12 judges regarding the relevance and clarity of the students, with various constructs of the security scale, confirms its content validity. The selection of items on the basis of highly significant discriminative index values (C-R values) again assured the item validity of the test. For the external validation of the test, the security-insecurity inventory of Tiwari and Singh

was administered among 75 randomly selected secondary level students and to the same 75 students, this SIS scale was also administered. The total scores obtained by the sample subjects in these two tests were correlated and the obtained value (r=0.79) was found statistically highly significant. Thus the external value of the test is also satisfactorily high.

FRUSTRATION TEST

Reactions to Frustration Scale (RFS)

The test has been developed by Dr. B.M. Dixit and Dr. D.N. Sharivastava. This frustration scale covers four reactions namely-aggression, resignation, fixation and regression (as described scientifically by Maier (1949). It contains 40 items out of which each reaction to frustration has 10 items equally divided into positive and negative items. These items are presented in the simple statements and provide six (6) alternative response options graded on a six point scale. The item distribution in the various reactions to frustration are as under:-

S.No.	Reactions to frustration	S.No. of positive items	S.No. of negative items	Total
1.	Aggression (AGG)	1-5	21-25	10
2.	Resignation (RES)	6-10	26-30	10
3.	Fixation (Fix)	11-15	31-35	10
4.	Regression (REG)	16-20	36-40	10
				40

Administration

The test can be administered in groups or individually. However, the investigator administered the test in groups.

Scoring

The scoring system is given as under:-

Item	Most liked	Much Liked	Liked	Disliked	Much Disliked	Least Disliked
Positive items (1-20)	5	4	3	2	1	0
Negative items (21-40)	0	1	2	3	4	5

The total of the scores obtained on all the positive as well the negative items reveal the global expression of the typical

reaction to frustration. Thus, obtained scores provide the category-wise reaction to frustration. The grand total of RFS ranges from 0 to 200. Higher scores on RFS reveals the greater degree of frustration.

Reliability of the Test

The test is highly reliable. It has been computed by the authors through test-retest method. The authors employed test-retest method over one month of a sample of 200 college going students (sex-wise) as follows:-

(i) Co-efficient of stability of the RFS (one month interval)

R.F. Categories	Boys (N)	Rtt	Girls (N)	Rtt
Aggression (AGG)	200	0.64	200	0.67
Resignation (RES)	200	0.72	200	0.71
Fixation (FIX)	200	0.76	200	0.62
Regression (REG)	200	0.69	200	0.78
Total	**200**	**0.82**	**200**	**0.79**

The stability co-efficients (test-retest) computed with three weeks interval on the sample of 200 college going girls

students on their father's occupation-wise r–values are presented as follows:–

(ii) Co-efficient of stability of the RFS occupation-wise (three weeks interval)

R.F.	Categories Service Class		Business class	
	N	rtt	N	rtt
Aggression (AGG)	78	0.61	122	0.71
Resignation(RES)	78	0.58	122	0.64
Fixation (Fix)	78	0.67	122	0.68
Regression (REG)	78	0.63	122	0.73
Total	**78**	**0.69**	**122**	**0.75**

However, the authors have computed the intercorrelations between various modes of frustration and reliability co-efficient between positive and negative items of the test. The values computed are as under:–

Intercorrelations between various modes of frustration

Modes of Frustration	AGG	RES	Fix	REG	Total
AGG	1.0				
RES	0.27	1.0			
Fix	0.21	0.19	1.0		
REG	0.26	0.24	0.22	1.0	
Total	**0.32**	**0.27**	**0.23**	**0.29**	**1.0**

Based on a sample of 200 boys, it yields homogeneity of the various subtests and hence highly reliable.

Reliability Coefficient between Positive and Negative Items

Modes of Frustration	**Negative items (equal No. of items)**				
	AGG	**RES**	**Fix**	**REG**	**Total**
AGG (items 5)	0.72				
RES (items 5)	-	0.84			
Fix (items 5)	-	-	0.87		
REG (items 5)	-	-	-	0.79	
Total (items 20)	**-**	**-**	**-**	**-**	**0.92**

Based on interrelations of a sample of 100 undergraduates girls, indicated satisfactory reliability co-efficient.

Validity

In order to establish validity the authors have correlated the present scale with the other scales of frustration and allied concept as external validity.

(i) When this scale is correlated with Nairashya Mapa' by Chauhan and Tawarai (1972) on 100 subjects, a co-efficient of correlation (r) has been obtained 0.61 on the total frustration scores. When each mode was correlated

of both measures, the following significant values were found:-

Modes of frustration	r-values between RFs and Nairashya Mapa Measures
Aggression (AGG)	0.52
Resignation (RES)	0.57
Fixation (Fix)	0.60
Regression (RES)	0.58

N = 100

(ii) When the present scale was correlated on a sample of 80 P.G. students with verbal frustration test by Muthayya (1976), the co-efficient of correlation was found to be (.72). Hence satisfactory validity has been established.

GENERAL INTELLIGENCE TEST

The general intelligence scale developed by S.M. Mohsin was administered for measuring the intelligence of the students. It consists 156 items divided into six differed areas. Each right answer was assigned one mark and each wrong answer was assigned zero mark.

The sum total of all the items provides the total sum right for a respondent and Index of Brightness (IB) can be obtained by taking the respective grade norm as follows:

IB = obtained score – Norm + 100

Reliability of the test

The author has found reliability of the present scale as 0.95 and 0.98 through split-half and test-retest reliability respectively.

Validity of the test

This test is said to have construct validity. On the basis of the Index of Brightness (IB) the General intelligence scale categorizes the subjects into five categories as presented in the table below:-

The index of Brightnes (IB) as related to raw scores

IB (Scores)	**Categories**
125 and above	Very superior
111-124	Superior
89-110	Average
74-88	Inferior
73 and below	Very inferior

The investigator in order to collect the data has adapted all the standardized tests of self-acceptance, security-insecurity. Frustration and intelligence. Since no test was available in Braille script so far as the knowledge of the investigator is concerned. In order to ascertain the reliability of all the tests the researcher computed reliability through test – retest method for each test. The investigator administered the tests in braille script on the considerable sample and obtained the scores for all the tests in two intervals. The scores of the first and the second administration were used for the computation of the reliability of the tests. The reliability co–efficient values computed for the above mentioned tests, came out to be 0.76 for self-acceptance (SA), 0.70 for security–insecurity (SIS), 0.72 for frustration (RFS) and 0.74 for intelligence (Intell.). However, the investigator kept into consideration the suitability of all the tests, while selecting them.

SCHOOL ACHIEVEMENT

It is the knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both. The investigator for the purpose of the study obtained composite marks of the subjects

from their school records. The obtained marks of the students acted as the scores of dependent variable.

SAMPLING

The foundation of a research project is sampling-smaller representation of the larger whole. Wilkinson (1977) has said that the method to study a portion of the universe in toto is known as sampling. Sampling is both necessary and advantageous. According to Varma (1965), sampling is fundamental to all statistical methodology of research. Bad sampling vitiates the source and no amount of subsequent statistical fitness will prove its quality. It, therefore, behoves the scientific minded researcher to take good care of sampling.

Sampling is the soul of research. A good sample will produce a result very much approaching to the population. It is not possible for a researcher to take into account the whole population because of the vast and diversified nature of the population. So the research experts suggest that because of the vast and complex nature of the universe, it is impossible for an investigator to consider the whole population for the purpose of the study, so a manageable portion of the population must be taken into consideration for the purposeful generalizations. Modern statisticians feel that taking a complete census is

frequently a sign of statistical incompetence. George J. Mouly (1970) has explained that "If a wine tester has to consume his entire consignment in order to determine its quality, he certainly would defeat any purpose of testing, the wine is expected to serve."

Sampling design depends on the problem at hand. A representative sample would be a miniature or replica, at least with respect to the characteristics under investigation, if not in all aspects. Keeping in view the above principle, the researcher followed the purposive sampling technique because of uneven and scattered distribution of the population under study. In this method, it is left to the investigator to decide what to pick up and what not to include in the sample. The investigator should possess full knowledge of the universe, otherwise the element of bias will operate. In the present study the total sample of blind secondary school students representing the population is 200, from various special schools of Uttar Pradesh. Out of the total sample of 200,100 male and 100 female were made respondents. The details have been given in the Table No. 3.1 and the locations have been shown in Map No. 3.1.

Map - 3.1

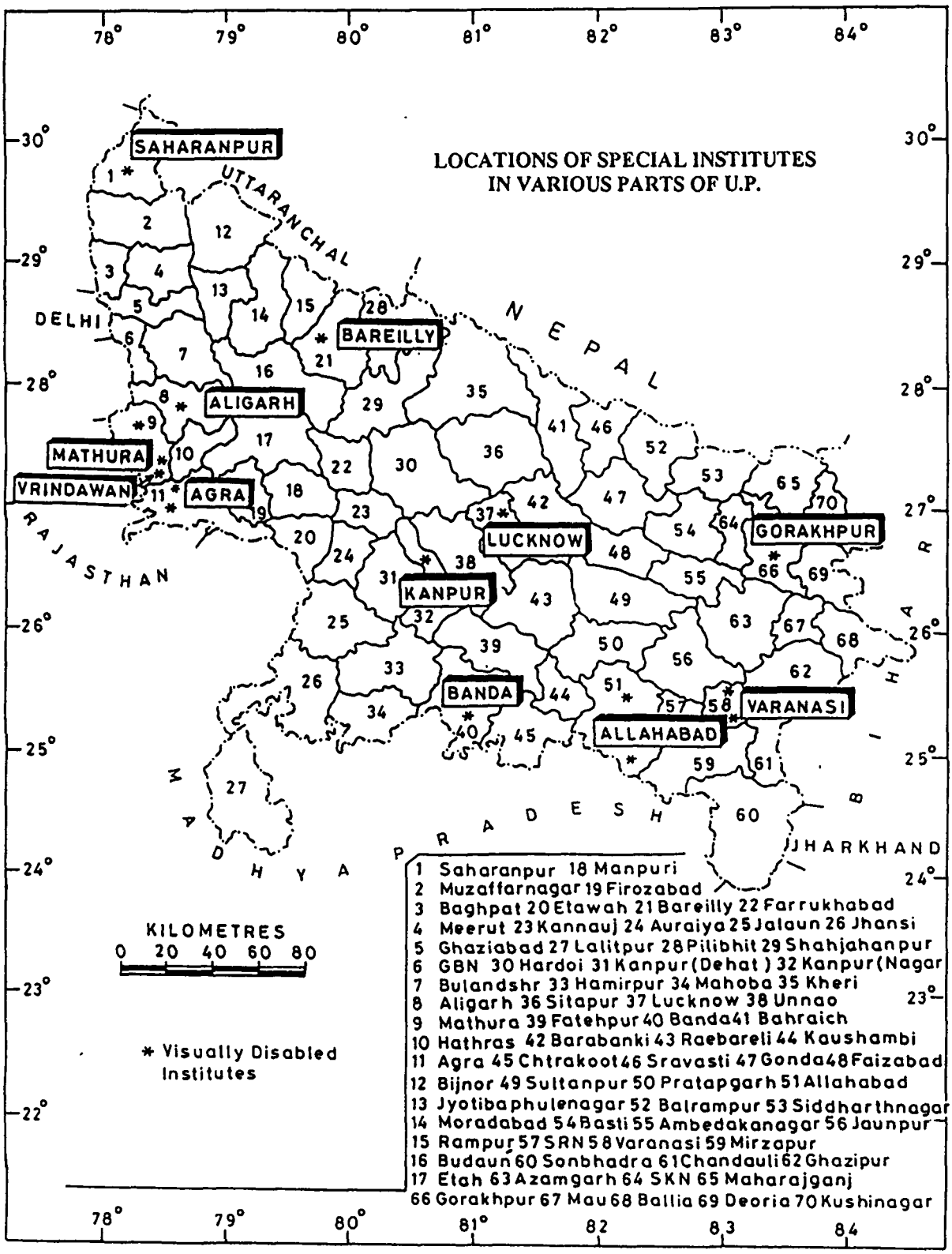

LOCATIONS OF SPECIAL INSTITUTES
IN VARIOUS PARTS OF U.P.
SAHARANPUR
BAREILLY
ALIGARH
MATHURA
VRINDAWAN
AGRA
LUCKNOW
KANPUR
GORAKHPUR
BANDA
ALLAHABAD
VARANASI
UTTARANCHAL
DELHI
NEPAL
RAJASTHAN
MADHYA PRADESH
BIHAR
JHARKHAND
KILOMETRES
0 20 40 60 80
* Visually Disabled Institutes
1 Saharanpur 18 Manpuri
2 Muzaffarnagar 19 Firozabad
3 Baghpat 20 Etawah 21 Bareilly 22 Farrukhabad
4 Meerut 23 Kannauj 24 Auraiya 25 Jalaun 26 Jhansi
5 Ghaziabad 27 Lalitpur 28 Pilibhit 29 Shahjahanpur
6 GBN 30 Hardoi 31 Kanpur (Dehat) 32 Kanpur (Nagar
7 Bulandshr 33 Hamirpur 34 Mahoba 35 Kheri
8 Aligarh 36 Sitapur 37 Lucknow 38 Unnao
9 Mathura 39 Fatehpur 40 Banda 41 Bahraich
10 Hathras 42 Barabanki 43 Raebareli 44 Kaushambi
11 Agra 45 Chtrakoot 46 Sravasti 47 Gonda 48 Faizabad
12 Bijnor 49 Sultanpur 50 Pratapgarh 51 Allahabad
13 Jyotibaphulenagar 52 Balrampur 53 Siddharthnagar
14 Moradabad 54 Basti 55 Ambedakanagar 56 Jaunpur
15 Rampur 57 SRN 58 Varanasi 59 Mirzapur
16 Budaun 60 Sonbhadra 61 Chandauli 62 Ghazipur
17 Etah 63 Azamgarh 64 SKN 65 Maharajganj
66 Gorakhpur 67 Mau 68 Ballia 69 Deoria 70 Kushinagar
78° 79° 80° 81° 82° 83° 84°
30° 29° 28° 27° 26° 25° 24° 23° 22°

Table 3.1

S.No	Name of the school	No. of Students	
		Male	Female
1.	Rajkiya Drishtebhadit Intercollege Alam Nagar, Lucknow.	07	06
2	Rajkiya Dristebhadit intercollege Laldigi Gorakhpur.	09	09
3.	Ahmadi School for Blind AMU, Aligarh.	08	10
4.	Andh Vidyalay, Bareilly.	03	06
5.	Rajkiya Balika Drishtibhadit School, Saharanpur.	-	07
6.	Rajkiya Junior Drishtibhadit Mohakhar, Bandha.	07	05
7.	Shri Hanuman Prasad Potdar Andh-Vidyalay Durgakud, Varansi.	06	04
8.	Jeevan Jyoti Balika Balika Andhvidyalay Sarnath, Varnasi.	-	12
9.	Shoorkuti Roonikta, Agra.	04	03
10.	Nehru Nagar Andh Vidyalay, Kanpur.	08	07
11.	Surdaas Rajkiya Andhvidyalay, Mathura.	06	09
12.	Arunima Drishtiheen Andh Vidyalay, Allahabad.	10	05
13.	Rajkiya Andhvidyalay, Allahabad.	10	01
14.	Maheshanand Andhvidyalay, Vrindawan.	05	04
15.	Yashodanandan Andh Vidyalay, Vrindawan.	12	08
16.	Mahakavi Surdaas Netraheen Vikalang Vidyalay, Agra.	5	4
	Grand Total		**200**

COLLECTION OF DATA

Studies are conducted to analyze the nature of existing phenomena. For this required information is gathered through primary or secondary sources. This process of gathering the desired information in Known as data collection. Data may be collected through various techniques such as, interviews schedules, achievement tests, standardized tests etc. the process of collecting data becomes tyrannic job, when the population is scattered and unevenly distributed. However, the researcher tried his level best to contact the respondents under study. In the present study, the data has been collected through primary sources from different regions of Uttar Pradesh the investigator employed standardized tests, adapted in Braille scripts, for obtaining the desired information from the blind respondents.

The investigator, in perusal of data collection, approached various institutions of the visually handicapped selected for the study. The respondents were explained the purpose of the present investigation. Before the tests,the researcher provided the instructions and necessary guidelines to the respondents for each test. Thus, the investigator developed a complete

rapport with the respondents and collected their responses for in braille script for each test.

STITISTICAL TECHNIQUES EMPLOYED

The analysis of the data is really a major task in the field of research. Analysis involves the scientific temper and expertness. However, the investigator kept into consideration the very basic norms for the analysis of the data. Appropriate statistical techniques were employed for analyzing the data. In order to examine and justify the objectives of the study, t–ratio, inter–correlation, Multiple Regression, Analysis of Variance and Duncan's Mean Test were employed.

CHAPTER-IV

ANALYSIS, INTERPRETATION AND DISCUSSIONS

Study of sex–differences (t-ratio)

Study of relationships

i. Inter Correlations

ii. Multiple Regression

Group Comparisons

i. Analysis of variance

ii. Duncan's Mean Test

Analysis is really a highly complicated job and it requires scientific mind and expertness. In the present investigation, the investigator in order to analyse the data of the study employed the suitable statistical techniques. The statistical techniques employed in the present investigation are t-ratio, intercorrelations, multiple regression and analysis of variance coupled with Duncan's mean test. The investigator has tried his level best to arrive at meaningful generalizations by comparing differences among male and female students of various variables, viz-a-viz Intelligence, security-insecurity, self-acceptance, frustration and the academic achievement. The relationships have also been ascertained by computing intercorrelations among the above mentioned variables. So far as security–insecurity scale is concerned it is a security indicative scale, measuring security aspects of the students.

The main objective of the study has been examined and analysed by the multiple regression technique, because the investigator controlled intelligence and the impact of the remaining independent variables was seen on the academic achievement of the students. The further analysis was done by employing analysis of variance and Duncan's Mean Test. However, due to the paucity of time and sophisticated nature of

the techniques employed in the analysis of the data, the researcher relied upon the computer analysis.

STUDY OF SEX-DIFFERENCES

Whenever, the significance of difference between the means of two groups is to be compared t-test is employed. In the present study the investigator compared the significance of difference between male and female blind students on the variables, viz-a-viz intelligence, self-acceptence, security-insecurity, frustration and school achievement.

COMPARISON BETWEEN MALE AND FEMALE STUDENTS ON VARIOUS FACTORS

Table-4.1

Sex differences in Intelligence

Sex	N	Intelligence Mean	SD	t-value
MALE	100	95.43	12.81	1.75 (N.S)
FEMALE	100	98.36	10.93	

Not Significant (N.S).

The table 4.1 depicts that there is no significant difference between male and female blind students even at 0.05 level as the t-value came out to be 1.75. However the mean values show a slight difference, but this difference may be by chance. So it can be safely concluded that male and female blind students do not possess any difference on the variable of intelligence. So the hypothesis that their exists significant differences between male and female blind students on the factor of intelligence is rejected. The review of previous literature reveals that that no comparison have been made between male and female blind students on the measure of intelligence. However Livingston (1968) compared partially sighted and normal students and found them same on reasoning and abstract generalization.

Table 4.2

Sex differences in Security–insecurity

Sex	**N**	**Security-insecurity**		**t-value**
		Mean	**SD**	
MALE	100	90.62.	13.51	0.38 (N.S)
FEMALE	100	89.98	10.07	

Not significant (N.S).

The above table shows that the t-value on the security-insecurity factor between male and female students is insignificant. Since the measuring scale is security indicative hence both the sexes do not differ on the level of security.. However the slight difference occurs in the mean values of the two groups. But, this difference may be due to the chance error, as the t-value shows non-significance at 0.05 level. So it can be said with firmness that male and female blind students are equal or same on the security factor. Hence, the hypothesis is vehemently rejected.

The investigator could not locate any study regarding this variable, as no such comparison has been made on the measure of security-insecurity between male and female blind students. However, Bhargava and Lavania (1981) found that sensory disabled were more secure and related than their sighted counterparts.

Table 4.3

Sex differences in Self-acceptance

Sex	**N**	**Self-Acceptance**		**t-value**
		Mean	**SD**	
MALE	100	17.87	3.97	
				0.97 (N.S)
FEMALE	100	17.37	3.31	

Not significant (N.S).

The table 4.3 indicates that there exists no significant difference between male and female blind students on the measure of self-acceptance. The t-value came out to be 0.97 and the mean values as 17.87 and 17.37 respectively. So it can be said very safely that both male and female blind respondents are having same or equal self-acceptance. The hypothesis in the study that their will occur a significant difference between male and female students on the factor of self-acceptance is rejected. The investigator could not find even a single study of such type. However, Obiakor, et.al. (1990) compared the self-concepts of blind and sighted students. The investigators have refuted the notion that visually impaired children have poorer self-concepts than normally sighted children.

Table-4.4

Sex differences in Frustration

Sex	**N**	**Frustration**		**t-value**
		Mean	**SD**	
MALE	100	91.39	17.26	0.84 (N.S)
FEMALE	100	93.17	12.46	

Not Significant (N.S).

It is clear from the Table 4.4 that there exist no significant difference between male and female blind students on frustration as t-value is insignificant even at 0.05 level. However, a slight difference has been shown by the mean values, but this difference may be by chance. Hence, males and females are equal on the frustration, i.e., both the groups possess the equal amount of frustration. The hypothesis that their exists a significant difference on the measure of frustration between male and female students is rejected.

The investigator could not locate the studies in which the comparisons have been made between male and female blind students on the measure of frustration. However, Advani (1994) concluded that blind students possess frustration.

Table-4.5

Sex differences in Achievement

Sex	**N**	**Achievement**		**t-value**
		Mean	**SD**	
MALE	100	58.63	4.20	2.49 **
FEMALE	100	56.45	7.68	

** Significant at 0.01 level.

Table 4.5 indicates that there exists a significant difference between male and female students on achievement variable. The mean values also differ between the two groups as 58.63 & 56.45 respectively. It clearly shows that males are better than females on the achievement factor. Thus, the hypothesis is accepted. It can be said with assurance that there exists a marked difference between male and female on the achievement because the calculated value is significant at 0.01 level.

STUDY OF RELATIONSHIPS

The investigator computed correlation among different variables for finding out relationship among the variables under study. It is the suitable technique to ascertain the relationship between two variables. In the present study, the investigator prepared correlation matrix for different variables on the basis of Pearson's Product Moment Co–efficient of Correlation method. The abbreviations in the matrix, i.e., Intell., SIS, SAI, RFS and ACH stand for intelligence, security–insecurity, self–acceptance, frustration and achievement.

Table 4.6

Correlation Matrix for Male students (N=100)

	Intell.	**SIS**	**SAI**	**RFS**	**ACH**
Intell	1.0				
SIS	0.30**	1.0			
SAI	0.15	-0.01	1.0		
RFS	0.25**	0.30**	0.13	1.0	
ACH.	0.16	-0.03	0.03	0.04	1.0

** Significant at 0.01 level.

Table 4.6 signifies that there is a significant relationship between the factors Intelligence-security, Intelligence-frustration and security – frustration. It indicates that except the relationship between intelligence-security, intelligence-frustration and security and frustration, the rest of the factors do not have any relationship. Hence, the hypothesis is partly rejected because the variables like intelligence, security-insecurity and frustration showed significant relationship.

The investigator could not find even a single study in which inter-correlations have been computed among various

psychological variables and the achievement of male blind students.

Table-4.7

Correlation Matrix for female students (N=100)

	Intell.	**SIS**	**SAI**	**RFS**	**ACH**
Intell	1.0				
SIS	0.36*	1.0			
SAI	0.07	-0.0034	1.0		
RFS	0.23**	0.25*	0.13	1.0	
ACH.	0.15	0.15	-0.09	0.28**	1.0

**Significant at 0.01 level.
* Significant at 0.05 level.

The above table clearly depicts the relationship between intelligence – security, intelligence - frustration, security-frustration and frustration – achievement is significant. It can be said that except the relationship between these variables, the rest of the variables do not possess any relationship, i.e. they are not related to each other. The hypothesis formulated regarding the relationship among the variables mentioned above of the female students is partly rejected because the factors like intelligence, security, frustration and achievement showed the marked relationship. The review of related literature reveals that no such attempt has been made so far.

Table-4.8

Correlation Matrix for total sample (N=200)

	Intell.	**SIS**	**SAI**	**RFS**	**ACH**
Intell	1.0				
SIS	0.32**	1.0			
SAI	0.11	-0.0079	1.0		
RFS	0.25**	0.28**	0.13	1.0	
ACH.	0.12	0.07	-0.03	0.15*	1.0

**Significant at 0.01 level.
* Significant at 0.05 level.

Table 4.8 suggests that there is significant relationship between intelligence–security, intelligence-frustration, security-frustration and frustration-achievement. It is further indicated by the above values that rest of the other factors do not signify any relationship. The hypothesis formulated for the interrelationship of the total sample among the above mentioned variables is partly rejected because intelligence–security, Intelligence–frustration, security–frustration and frustration–achievement depicted significant interrelationship. So far as the knowledge of the investigator is concerned no such study has been conducted in this area.

MULTIPLE REGRESSION ANALYSIS

The investigator in the present study intended to examine the effects of independent variables, i.e., self-acceptance, security-insecurity and frustration on the academic achievement of male blind students, female blind students and the total sample, after nullifying the effect of intelligence. The only suitable and permissible statistical technique that fulfills this requirement is multiple regression. Through this technique the determinant factors of the criterion variable can be obtained after controlling the effect of the intervening variables. The regression analysis showed that in the case of male blind students no factor contributed in their achievement. So, it can be said with firmness that the independent variables i.e. self-acceptance, security and frustrations do not have any impact on their achievement. The regression analysis depicted that the determining factor in the case of females and total sample is frustration, whereas the rest of the factors, i.e., self-acceptance and security do not contribute to the achievement of these students. The hypothesis that self-acceptance, security and frustration will have the determining impact on the academic achievement of male blind students is vehemently rejected

because no variables came out to be significantly affecting their achievement after partialling out intelligence.

Table-4.9

Determinants of Achievement of Female Students

Independent variables	**B**	**Dependent variable: Achievement**		
		Beta (β)	**simple r**	**t-value**
RFS	0.17278	0.28**	0.28	2.89
(constant)	40.34337			

Multiple R= 0.28
R square = 0.08
** Significant at 0.01 level.

- It is clear from the above table that there exists a significant difference between the frustration variable and achievement of female students in the sample. In other words it can be said that frustration plays the role of determinant of the achievement of the female blind students.
- Secondly, it is clear from the value of correlation (R square) that the frustration contributes 8% in the achievement of the female blind students.
- It is also clear from the calculated value of beta (β) which came out to be positive and significant, that higher the

frustration among the female blind students, higher will be their achievement up to a certain level.

- The available results lead to set up the following Regression equation:-

$$Y = B X + C$$

where, Y = dependent variable (academic achievement)

X= the raw score of frustration and

C= constant

hence $Y = 0.17278 X + 40.3437$

So the achievement of any female student can be predicted by inserting the value of X in the above equation.

The hypothesis that there will be significant impact of self-acceptance, security and frustration (after partialling out intelligence) on the school achievement of female students is partly accepted because the only factor that contributed significantly in the achievement of female students came out to be frustration.

Table-4.10

Determinants of Achievement of Total Sample

Independent variables	**B**	**Dependent variable: Achievement**		
		beta (β)	**simple r**	**t-value**
RFS (constant)	0.6142 51.86414	0.15**	0.15	2.10

Multiple R= 0.15
R square = 0.02
** Significant at 0.01 level

- The above table depicts that there exists a significant difference between frustration and achievement of the total sample of blind students. It clearly indicates that frustration is contributing in determining the achievement of the blind students.

- Again the value of R-Square from the table shows that only 2% of the independent variable i.e. frustration plays a determining role in the academic achievement of the total sample. The low percentage in the total sample may be due to the non-significant effects of the determining variables on the criterion variable in case of male blind students.

- The β-value from the table clearly depicts that it is positively significant, which leads to conclude that higher the frustration, higher will be their achievement. But this frustration will work only up to a certain level.

- Available results from Regression Analysis lead the investigator to the following equation:-

$$Y = B X + C$$

where, Y = dependent variable (academic achievement)

X= the raw score of frustration and

C= constant

hence $Y = 0.17278 X + 51.86414$

So the achievement of any student in the sample can be predicted by inserting the value of X in the above equation.

The hypothesis has been partly accepted because among the independent variables of self-acceptance, security and frustration (after eliminating the effect of intelligence), the lone variable that has contributed in the achievement of both the sexes is frustration. The rest of the independent variables in the study do not have any significant effect on the achievement variable of the total sample.

CATEGORIZATION OF THE SAMPLE ON THE BASIS OF FRUSTRATION

Table-4.11

Chi-square distribution for categorisation of low, average and high frustration groups of the total sample (N=200)

RFS Count Row Pct		Group$_1$ (Gr_1)	Group$_2$ (Gr_2)	Group$_3$ (Gr_3)	Row Total
Sex	Male 1	35 35.0	33 33.0	32 32.0	100 50.0
	Female 2	26 26.0	46 46.0	28 28.0	100 50.0
Column Total		61 30.5	79 39.5	60 30.0	200 100

Chi-square	Df	Significance
3.37	2	0.15

Table 4.11 signifies that 30.5% (61) of the blind students fall under low frustration group (Gr_1), 39.5% (79) of the blind students fall under average group of frustration (Gr_2) and 30.0% (60) of the students, come under the high frustration group (Gr_3).

INTERCORRELATIONS AMONG DIFFERENT VARIABLES OF LOW FRUSTRATION GROUP

Table-4.12

Correlation Matrix for low frustration group (Gr_1) (N=60)

	Intell.	SIS	SAI	RFS	ACH
Intell	1.0				
SIS	0.07	1.0			
SAI	0.02	0.23	1.0		
RFS	0.11	0.06	0.10	1.0	
ACH.	0.06	0.01	-0.18	0.03	1.0

Not Significant (N.S).

Table-4.12 indicates that the inter-relationship among intelligence, security, self-acceptance, frustration and academic achievement is insignificant. The hypothesis has been vehemently accepted as the relationship variables came out to be insignificant. It clearly shows that when the relationship computed of the low frustration group i.e. intelligence, security, self-acceptance and frustration and achievement were not found related to each other.

Table-4.13

Correlation Matrix for average frustration group(Gr_2) (N=79)

	Intell.	**SIS**	**SAI**	**RFS**	**ACH**
Intell	1.0				
SIS	0.38**	1.0			
SAI	0.06	0.23*	1.0		
RFS	0.01	-0.02	0.15	1.0	
ACH.	0.06	0.04	0.05	-0.08	1.0

** Significant at 0.01 level
* Significant at 0.05 level

Table-4.13 depicts that there is significant relationship between intelligence-security and security – self-acceptance while the rest of the variables do not possess any relationship among them. The hypothesis is partly rejected because the variables like intelligence–security and security – self-acceptance have shown significant relationship among them, while the rest are not related to each other.

Table-4.14

Correlation Matrix for high frustration group(Gr_3) (N=60)

	Intell.	**SIS**	**SAI**	**RFS**	**ACH**
Intell	1.0				
SIS	0.27*	1.0			
SAI	0.16	-0.03	1.0		
RFS	0.20	0.32*	-0.16	1.0	
ACH.	0.14	-0.03	-0.09	0.13	1.0

* Significant at 0.05 level.

The above table reveals that there is significant relationship between intelligence–security and security–frustration while rest of the variables do not possess any kind of relationship in high frustration group. The hypothesis is partly rejected because the variables like intelligence–security and security–frustration have shown significant relationship among them, while the rest of the variables are not related to each other. The investigator could not locate even a single study conducted in this area, which is also clear from the studies presented in chapter–II.

GROUP COMPARISONS

ANALYSIS OF VARIANCE AND DUNCAN'S MEAN TEST

The computations become more sophisticated and complicated, when the researcher desires to compute significance of difference between the means of more than two groups. In this particular situation the only suitable technique is ANOVA. However, in order to ascertain the real position of the significance between the groups Duncan's Mean Test can be relied upon. The investigator in order to find out the significance of difference between the means of Gr_1, Gr_2 and Gr_3 on intelligence, self-acceptance, security-insecurity and academic achievement employed ANOVA coupled with Duncan's Mean Test.

Table-4.15

Variable Intelligence and Gr_1, Gr_2 and Gr_3

SUMMARY OF ANOVA

Source	DF	Sum of squares	Mean squares	F-ratio
Between groups	2	1625.28	826.14	6.06**
Within groups	197	26848.91	136.29	
Total	**199**	**28501.20**		

** Significant at 0.01 level.

Table-4.15 makes clear that the F-ratio is 6.06 which is significant even at 0.01 level. This indicates that low, average and high groups based on frustration are of different intelligence levels.

Comparison of Intelligence Among Gr_1, Gr_2 and Gr_3

Table-4.16

(Duncan's Mean Test)

Variable	Gr_1		Gr_2		Gr_3		1 v/s 2	1 v/s 3	2 v/s 3	F-value
Intelligence	X	SD	X	SD	X	SD				
	93.48	11.60	96.57	11.56	100.83	11.89	-	*	*	6.06**

** Significant at 0.01 level.
* Significant at 0.05 level.

Table-4.16 further depicts the real and actual difference of frustration groups on intelligence. The F-ratio presented in table 4.15 shows that all the three groups differ markedly and significantly on the factor of intelligence. But the above table reveals the real picture of the differences. Table clearly indicates that low and high and average and high groups based on frustration differ significantly at 0.05 level. This leads the investigator to generalize that the differences are meaningful and real. But on the other hand no significant difference was

found between low and average groups on the factor of intelligence. Hence the hypothesis is partly accepted because the real differences occur only between the Gr_1 & Gr_3, Gr_2 & Gr_3 whereas Gr_1 and Gr_2 do not actually differ.

Table-4.17

Variable Security-insecurity and Gr_1, Gr_2 and Gr_3

SUMMARY OF ANOVA

Source	**DF**	**Sum of squares**	**Mean squares**	**F-ratio**
Between groups	2	2409.50	1204.75	9.23**
Within groups	197	25722.50	130.57	
Total	**199**	**28132.00**		

** Significant at 0.01 level.

Table-4.17 signifies that there exists a marked and significant difference among all the three groups of frustration on security levels. The difference is significant even at 0.01 level. So it can be said that all the three groups made on the basis of frustration have different levels of security. The F-ratio (9.23) is highly significant leading the investigator to generalize that the difference on security of all the groups is true and real.

Similar type of results have been found in the case of intelligence of the three groups presented in Table - 4.15.

Comparison of Security-insecurity Among Gr_1, Gr_2 and Gr_3

Table-4.18

(Duncan's Mean Test)

Variable	Gr_1		Gr_2		Gr_3		1 v/s 2	1 v/s 3	2 v/s 3	F-value
Intelligence	X	SD	X	SD	X	SD				
	86.74	8.23	89.20	13.22	95.36	11.66	-	*	*	9.22**

** Significant at 0.01 level.
* Significant at 0.05 level.

After employing Duncan's Test the real picture of the results has come before the investigator. The table 4.18 makes clear that all the three groups are really different from each other on security factor. However the results presented in table 4.18 depict somewhat different picture. It is indicated by the same table that only low and high and average and high groups of frustration are actually different from each other on security-measure, while the investigator did not find any significant difference between low and average groups so far as security is concerned. The hypothesis is partly accepted because in actual

sense Gr_1 & Gr_3, Gr_2 & Gr_3 differ significantly whereas Gr_1 and Gr_2 do not differ meaningfully.

Similar type of results have been found when all the groups were compared on the measure of intelligence (Table 4.16).

Table - 4.19

Variable Self-acceptance and Gr_1, Gr_2 and Gr_3

SUMMARY OF ANOVA

Source	**DF**	**Sum of squares**	**Mean squares**	**F-ratio**
Between groups	2	74.20	37.10	2.83
Within groups	197	2584.92	13.12	
Total	**199**	**2659.12**		

Not significant (N.S).

Table-4.19 shows that there exists no significant difference among all the three groups based on frustration when compared on self-acceptance. It indicates that all the three groups are same or equal so far as self-acceptance is concerned.

Comparison of Self-acceptance among Gr_1, Gr_2 and Gr_3

Table-4.20

(Duncan's Mean Test)

Variable	Gr_1		Gr_2		Gr_3		1 v/s 2	1 v/s 3	2 v/s 3	F-value
elf-acceptance	X	SD	X	SD	X	SD				
	17.25	3.63	17.20	3.45	18.55	3.83	-	*	*	2.84

* Significant at 0.05 level.

The results presented in table-4.20 contradict the results presented in the table – 4.19 in which the investigator found no significant difference among the three groups on self-acceptance. But after employing Duncan's Mean Test the very real picture has come out. It is clear from the above table that group 1 & 3 and group 2 & 3 differ significantly from each other at 0.05 level. This leads the investigator to say with authority that low and high frustration group and average and high frustration group have a real and meaningful difference so far as self-acceptance is concerned. The hypothesis is partly accepted because in actual sense Gr_1 & Gr_3, Gr_2 & Gr_3 differ significantly, whereas Gr_1 and Gr_2 do not differ significantly. It makes clear that all the three groups have their own level of self-acceptance.

Table-4.21

Variable Academic Achievement and Gr_1,Gr_2 and Gr_3

SUMMARY OF ANOVA

Source	DF	Sum of squares	Mean squares	F-ratio
Between groups	2	280954.66	140477.33	2.41
Within groups	197	11489794.14	58323.83	
Total	**199**	**11770748.80**		

Not significant (N.S).

Table 4.21 depicts that all the three groups made on the basis of frustration do not have different levels of academic achievement. It clarifies the fact that all the three groups are equal when measured on the factor of academic achievement.

COMPARISON OF ACADEMIC ACHIEVEMENT AMONG Gr_1, Gr_2 & Gr_3

Table-4.22

(Duncan's Mean Test)

Variable	Gr_1		Gr_2		Gr_3		1 v/s 2	1 v/s 3	2 v/s 3	F-value
Academic Achievement	X	SD	X	SD	X	SD				
	644.05	238.07	675.71	244.78	738.52	240.60	-	*	-	2.41

* Significant at 0.05 level.

The above table depicts somewhat contradictory results. It is clear from the table 4.21 that the investigator could not find any significant difference among all the groups on the factor of academic achievement. But the table 4.22 depicts somewhat different results. It is clear from the table that only low and highly frustrated groups differ significantly on this factor. Thus, the hypothesis is partly accepted, since the real difference exists between Gr_1 & Gr_3 only. This provides us the real picture of differences as Duncan's Mean Test is the most sensitive statistical technique for examining the differences between the groups.

CHAPTER –V

FINDINGS, CONCLUSIONS AND IMPLICATIONS

FINDINGS AND CONCLUSIONS

EDUCATIONAL IMPLICATIONS

SUGGESTIONS FOR FURTHER RESEARCHES

Findings and Conclusions based on t-ratio

- No significant difference was found between male and female blind students on intelligence measure as the t-value came out to be 1.75, which is insignificant at 0.5 level. Thus it can be concluded that both male and female blind students possess the same level of intelligence or both the male and female blind students are equal on intelligence measure.

- The investigator found an insignificant difference between male and female blind students on the measure of security. This leads to conclude that male and female blind secondary school students are equal on security measure.

- The male and female blind students were found insignificantly related to each other on self–acceptance as the t-value came out to be 0.97 which is insignificant at 0.05 level. Hence it can be said with firmness that male and female blind students are equal on their self-acceptance.

- Male and female secondary school blind students do not differ significantly on frustration. Hence it can be safely

concluded that male and female blind students are possessing the same level of frustration.

- Significant differences occur between the male and female blind students on the achievement variable, as the calculated value came out to be 2.49, which is significant at 0.01 level. Moreover, the mean value obtained by the male students is higher than the female students i.e. 58.63 and 56.45 respectively.

Hence it can be very safely concluded that blind male students are better in achievement than their female counterparts.

Findings based on intercorrelations

- The investigator found significant relationships only among intelligence and security, intelligence and frustration and security and frustration. Therefore, it is concluded that intelligence, security and frustration of male blind students are related to each other.

- Significant relationship has been found among, intelligence–security, intelligence–frustration, security frustration and frustration and achievement. Hence it can be concluded that intelligence, security, frustration and

academic achievement are inter-related in the case of female blind students.

- Significant relationship occurred among the `intelligence–security, intelligence–frustration, security–frustration and frustration and achievement on total sample (both the sexes).

It can be very safely concluded that the factors intelligence, security, frustration and achievement are related to each other.

Findings based on Multiple Regression Analysis

- No independent variables under the study came out to be significantly affecting the achievement of male blind students. It is inferred that in case of male blind students self-acceptance, security-insecurity and frustration do not have determining role in their achievement.
- It was found that the factor of frustration affects significantly the school achievement of female blind students. The result leads to conclude that frustration does have the determining effect on the achievement of female blind students.

- As the value of correlation, i.e. (R square) came out to be 0.08 through regression analysis, so it can be said with firmness that the amount of frustration in the achievement of female blind students is 8%.

- Since the value of beta (β)is significant and positive, so this leads to conclude that higher the frustration among female blind students higher is their achievement. Thus it is concluded that achievement of the female students can be predicted on the basis of the their frustration level.

- Significant effect of frustration has been found on the academic achievement of the total sample, as the value of beta (β) is significant at 0.01 level. It can be concluded that frustration affects positively the achievement of the blind students (both the sexes).

- The value of R-square came out to be 0.02 through the Regression model analysis. The value clearly indicates that there is 2% contribution of the frustration variable in the achievement of the total sample of the blind. It can further be said that frustration upto a certain level leads towards better achievement of the blind students.

conclude, that higher the frustration among the blind students, higher will be their achievement. But this relationship works only upto a certain level.

FINDINGS BASED ON INTER-CORRELATIONS AMONG VARIOUS FACTORS OF THREE FRUSTRATION GROUPS

In the total sample of blind population 30.5% (61) fall under low frustration group, 39.5% (79) under the average group and 30.0% (60) come under the high frustration group.

- Insignificant relationship was found among all the variables, when intercorrelations were computed for the low frustration group (N=61). So it can be concluded that all these variables are not related to each other so far as low frustration group is concerned.
- Significant relationship exists between intelligence and security and security and self-acceptance of average frustration group (N=79). It is, therefore, confirmed that only intelligence, security and self-acceptance are related to each other.
- In the case of high frustration group it was found and concluded that intelligence is positively and significantly

related to security and security and frustration are also related to each other.

Findings based on Analysis of variance and Duncan's Mean Test

It was found that all the three groups of frustration differed significantly on the intelligence factor. Furthermore the significance was ascertained by Duncan's Mean Test, in which real position of significance has come out. It reveals that only low and high and average and high frustration groups differ significantly, whereas low and average groups of frustration do not differ significantly. Thus it is concluded that low and high and average and high groups of frustration have different levels of intelligence.

All the groups differ significantly on security measure. It can be concluded that all the three groups of frustration have different levels of security. The results have been further ascertained by Duncan's Mean Test. It reveals the real difference exists only between low and high and average and high frustration groups, whereas the low and average frustration groups do not differ at all in the actual sense.

- No significant difference exists among all the groups on self-acceptance. The results get a boosting and impressionable confirmness, while examining them by Duncan's Mean Test. The investigator found that low and high and average and high groups of frustration differ significantly. So this leads to conclude that real and meaningful differences occur between low-high and average-high groups of frustration on self-acceptance.

- All the groups do not differ significantly and meaningfully on the school achievement of blind students. The results get a miraculous or boosting confirmation, while examining them by Duncan's mean test. This test's results reveal that, no doubt that the F-ratio has shown the insignificant value, but in actual sense such insignificance does not occur. The low and high groups of frustration differ significantly on achievement factor at 0.05 level. So the investigator concludes that the low and high groups of frustration possess different levels of academic achievement.

EDUCATIONAL IMPLICATIONS

The works of Hayes (1941) are really of immense importance and have been applauded throughout the world because he has done a remarkable job in the area of the visually challenged. It was he (Hayes) who vehemently declared through his research studies that "there is no psychology of blindness but there is a psychology of frustration". This peculiar type of declaration or finding provided a new and a positive direction in the field of the education of visually challenged. Another study that highlighted the problems of blind was that of Aschroft (1963), who produced his views by saying, that negative attitudes towards visually handicapped and their own self-regard may produce personality problems in them. In fact, blind children do not differ from sighted population in any aspect of human dimensions, viz-a-viz, social, political, economical or psychological dimensions. The only factors that have hampered their education and achievement are the non-acceptance, negative and stiff attitude towards blindness and derecognizing the abilities of the blind child. All these kinds of trends prevalent in the society have really made them isolates rather alienates. The infrastructure necessarily required for the upliftment of the blind has not yet

been equipped with modern based technology. Such kind of existing phenomena in the Indian situations has also blocked the development and progress of visually disabled. The concerned authorities specifically Ministry of Human Development (MHRD) has developed various strategies and rogrammes for the upliftment of the blind through education but these are still in doldrum.

The investigator in the present study computed t-ratios between male and female blind students, while comparing them on intelligence, self-acceptance, security, frustration and school achievement. The trend of the result shows that male and female blind students are equal on intelligence, self-acceptance, security and frustration. It can further be elaborated as that male and female students are same in intelligence, they accept themselves equally as what they are, they have equal type of security levels and possess same amount of frustration. But so far as the school achievement is concerned males have been found superior than females as there exists a significant difference between the two groups. This difference may be due to the reasons that being males they have access to discuss their academic problems with their teachers, friends, counterparts etc. whereas, the female blind

students are confronted with certain kind of social reservations. They feel hesitation in discussing any matter with their male teachers and counterparts. Since the society is male dominated, more attention is paid on the male child, even parents treat their daughters and sons in a different manner. The female child is given lesser chances of exposing themselves in school, neighborhood and society, which ultimately affects their school performance. Hence in the investigator's opinion, the disparities should not be made on the gender basis specially in the case of blind girls.

The need of the hour is that the efforts should be made by the Government as well as the NGO's to establish centres for training parents and other society members regarding the specific problems of blind girl children. They should be made aware of the fact that blind girls also possess the potentials like male counterparts. Moreover, curriculum should be designed in such a manner that the deep rooted element of gender bias, cultural taboos and superficial societal norms must be altogether eradicated. Such kind of efforts in the field of education of female visually challenged will be a step forward for their desirable achievement.

The investigator computed inter-correlations among different variables in the study viz-a-viz; intelligence, self-acceptance, security, frustration and school achievement. These inter-correlations have been computed separately for male, female and the total sample. The results reveal that significant relationships occur between intelligence - security, intelligence - frustration and security - frustration. From the results it can be deduced that male blind students because of their good intelligence feel secured. Secondly, they are intelligent but are having frustration. It means that they comprehend the things very sharply and are sensitive to the reactions of the society and hence get frustrated. Thirdly, they feel secure but are frustrated also. This frustration may be due to the undesirable treatment of the society. They face problematic situations when they enter real life situations. So being serious about their future and career and having good intelligence levels, they feel that they will not be adjusted in the society, resulting in frustration. So it is implied that proper educational facilities equipped with modern technology, conducive environment imbibing positive attitudes must be provided for the adequate development of the blind. Society must shun the dogmatic approaches to tackle the problems of the blind. The attitude of

jingoism must be replaced by the versatile character among the social members.

So far as the female students are concerned, significant relationship have been found between intelligence – security, intelligence – frustration, security – frustration and frustration – achievement. The results indicate that the female students are possessing higher intelligence levels and feel themselves secured. They are intelligent but frustrated also. This frustration may be due to the reasons that these students because of their good comprehensive levels, react to the negative reactions of the society resulting in them frustration. They feel themselves secure but are frustrated also. It may be due to the reasons that they do not get right kind of recognition in the society because of the male dominated trends in the society. Moreover, they are possessing frustration but better achievement also. This may be due to the facts that they are very serious and anxious about their studies and future and hence resulting in them frustration. Furthermore, they are very conscious about their career and adjustment because they feel themselves in a very deteriorated conditions.

Hence the investigator implied that assiduous efforts should be made by the sighted society to eradicate the

negativism for the female blind. The right type of cultural traditions should be encouraged, reservations imposed on them should be replaced by the democratic environment and the various academic activities must be given realistic shape in the educational system. The government and other voluntary agencies are suggested to come forward in this regard. The collaborative efforts will provide avenues to grow the female in a positive manner.

In the total sample also the investigator found the significant relationship between intelligence–security, intelligence–frustration, security – frustration and frustration – achievement. The results signify that the blind students (both the sexes) are intelligent and feel secured. They are intelligent but have frustration. The frustration in them may be due to the negative attitudes of the society towards them, derecognization of the potentials of the students, unavailability of the various facilities and inaccessibility of the jobs to them. No doubt, that they do not have feelings of insecurity but they have been found frustrated. The reason behind this may be that when they think about the real life situations, they hardly see a bright future. The findings of the study also reveal that frustration is positively and significantly related to school achievement. This

leads the investigator to say that frustration indirectly or unconsciously encourages these children to concentrate more on their studies which results in their better school achievement.

Needless to say that frustration is fruitful only up to a certain level. Beyond that level, it may have the negative effect on their school achievement. Since these students are very much aware and serious about their life and future so they work more hard in their studies so that they can adjust themselves in the society. The investigator is of the view that policy planners, professionals of the field and curriculum designers need to pay due attention to the special educational needs of this population. Apart from this, parents, educators and other society members should be made aware of the fact that they have to check the frustration level of these children. For this, frequent psychological assessments are inevitable, which will lead these children to achieve accordingly and good positions in the society. More important is the need of implementation of policies and legislations. The government of India has enacted the Disability Act in 1995. But this act is not being implemented in a desirable fashion. The investigator implies that tormenting, indifferent attitudes, non–acceptance

and derecognition of their potentials and abilities by the society must be discouraged.

The main thrust of the investigator in the present investigation was in locating the independent variables viz–a–viz, self–acceptance, security, and frustration, that affect the school achievement of the blind students. In the present study the investigator employed Multiple Regression Analysis, for finding out the determining values of independent variables after partialling out intelligence. The results of the study showed that the lone variable that determines the achievement of the students is, frustration, whereas the rest of the factors do not have any impact on their school achievement. The β (beta) value through Multiple Regression Analysis came out to be significant at 0.01 level of confidence. The β–value was positive also, which signifies that frustration has contributed to a large extent in determining the school achievement of the blind students.

However, in the case of male blind students, no independent variable under study came out to have significant value in determining their achievement. But in the case of female blind students and total sample (both the sexes) , frustration came out to be the lone factor in determining their

school achievement. From the results, it can be deduced that higher the frustration, higher will be their achievement, but the frustration is fruitful only up to a certain level. Beyond that level the frustration may have the negative effects on the achievement of the blind students. Since blind are more sensitive, anxious, conscious and serious about their future life and understand the real value of education, they devote more time to their studies and that too with full concentration. They are aware of the fact that they are living in the competitive era of scientific and technological advancements. So in order to face multifaceted challenges in their life they take frustration in a positive manner which encourages them to work assiduously in the field of education.

The investigator intends to suggest that first of all the parents of the blind wards have to be very careful about the psychology of the child. The ill-fated child should brought up in a very democratic and generous way. Needless to say that parents either show excessive pity or rejection to these children. This may lead them to higher level of frustration which will be injurious for them, from the point of view of personality development and educational achievement as well. Efforts should made by the state as well as the central government to

establish the Parents Training Centres at district level which may help them, how to bring up their blind child.

Moreover, special educators are suggested to redesign the curriculum keeping in view the scientific and technological advancements in the society. The conventional jobs like candle making, cane work etc. should be replaced by the education of modern computers and information technology. This will help to check the level of frustration of blind students as they will also have the knowledge of the latest developments and trends in the society. The participation of the blind students in higher education has also come to a standstill, because of non-availability of the facilities required for these children. Hence the necessary facilities are needed to be provided to them, so that they may go for higher education also. The investigator opines that alongwith the overhauling of the educational system, there is a dire need that NGO's, voluntary agencies and other social organizations should come forward and join their hands for making ceaseless efforts for the proper development of the blind population. In fact, the whole responsibility devolves on the society because it is the society that determines various roles and absorbs the individuals in their respective fields.

The investigator on further analysis, computed ANOVA as well as Duncan's Mean Test to compare all the variables under study making three groups based on frustration variables (Gr_1 – low frustration, Gr_2 - average frustration, Gr_3 – high frustration). The results based on Duncan's Test leads the investigator to conclude that intelligence and security have direct proportionality with frustration. These results are corroborated by the results presented in Table No's.– 4.6, 4.7 and 4.8. Therefore, it is suggested that efforts should be made by the parents and other society members to minimise the frustration as far as possible, so that we can harness the intelligence of these children to the maximum level. Moreover, this minimization will also be helpful to make them feel more secured, which will help them to lead a decent and prestigious life. Further, the investigator suggests that family is the most important agency so far as the personality development of the child is concerned. There is a need to establish Guidance and Counselling Centres, where parents and other family members may be explained the techniques of dealing with these children. Apart from this school authorities are suggested to arrange frequent meetings with parents, where parents can interact with the authorities about the personal problems of

the child. This may help a lot in reducing frustration and raising their self-acceptance level.

When the school achievement of all the three groups based on frustration was compared by Duncan's test it was found that low and high groups differ significantly on school achievement. This signifies that frustration and school achievement are asymptotic in nature (i.e; higher the frustration, higher will be their achievement). This finding is confirmed by the results presented in the Table No. 4.10 . Needless to say that frustration up to a certain level plays a prominent role in the mental health of the child but beyond that level it may create personality disorders in them, which ultimately affect the school performance in a negative manner. Therefore, parents, special educators and school authorities have to be very careful and sincere about the treatment given to these children at home, school or public places.

The investigator opines that visually challenged need to be treated psychologically by their parents, siblings and other society members. School authorities and special educators should try to provide conducive, healthy and most suitable environment in the school. Besides, much emphasis should be laid on redesigning of the curriculum which should be need

based and to make the children aware of the scientific and technological advancement taking place in the society. This will help them to do at par in all spheres of life including education. Government and NGO's and other voluntary agencies are responsible to come forward to establish training, guidance and counselling centres for the people concerned with these children. Above all the law enforcing agencies should emphasize on the implementation of Disability Act 1995, in which equal opportunities, protection of rights and full participation of disabled have been guaranteed.

In the conclusive lines the investigator is of the view that visually challenged cannot be rehabilitated unless the research in the field of special education is conducted. In fact a very little attention has been paid to research in this most important rather thrust area.

SUGGESTIONS FOR FURTHER RESEARCH

In social sciences any kind of research can not be conducted including all the dimensions. In fact no research is perfect because of certain restrictions and limitations faced by the researcher. It is not possible to study all the variables in one single study, therefore, the investigator has some suggestions for further researches in the field.

The school achievement is affected by large number of factors, so the factors other than self-acceptance, security-insecurity and frustration may be taken by the researchers to see their determining value for achievement of visually challenged.

Needless to mention here intelligence plays a prominent role in predicting the school achievement of the students. But many other factors including socio-economic status, study habits, educational aspirations etc. may be controlled to know the real determining values of independent variables.

The visually challenged students may be compared with sighted counterparts on different psychological and non-psychological factors, including the factors involved in the present investigation. However, comparisons may be made on the basis of school ambience, i.e., integrated and segregated school settings. Moreover, the investigator suggest to compare totally blind with adventitiously blind, congenitally blind and partially sighted as well.

Studies can be conducted selecting the larger samples from other states of the Indian domain. There is a need to study visually challenged at all levels of education, which will help a lot in the rehabilitation process of this very population. The

investigator feels important to mention that data should be analysed by employing a variety of statistical models.

There is really dearth of researches in the area of blind students in general and their education and achievement in particular. Thus, the present investigation is a polite and humble effort in this area. Since the problem under study is very comprehensive and complicated in nature but due to certain well-known reasons the investigator could touch only a fringe of the problem. The present study is being submitted with this zeal that it may generate more researches in the area.

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